UNIVERSITY OF PENNSYLVANIA

SOCIAL TRAINING AS A CURRICULUM PROBLEM

EVELYN JONES HAWKES

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

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TO

MY SON

BENJAMIN GUILFORD HAWKES

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But always and everywhere customs supply the standards for personal activities.

John Dewey: *Human Nature and Conduct.*

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I wish to acknowledge my indebtedness to the numerous persons who made this study possible—the business people who furnished information, the individuals who assisted in the collection of material, and to the twelve hundred persons who are presented as a sampling of society in the survey of social behavior. Especially am I indebted to Dr. F. M. Garver of The University of Pennsylvania, for guidance through four years of graduate work, and for his assistance as chairman of the committee which supervised this study. The remaining members of the committee —Dr. A. J. Jones, Dr. H. C. Miller, and Dr. L. A. King—offered valuable criticism during the progress of the investigation. I also wish to express my thanks to Mr. Malcolm Bruce Catlin, of Rutgers University, for details of the work connected with the charts included in the presentation of survey material, and to Dr. Zora Klain of the New Jersey College for Women, without whose cooperation it would have been impossible to complete the study at this time.

Evelyn Jones Hawkes.

New Jersey College for Women

May 10, 1927.

PART I

I

Introduction

The present conception of the school as an agency for developing desirable traits of thought and action is remaking educational procedure. The school is ceasing to be a formal institution in which fundamental skills only are acquired, but is becoming an environment fostering and developing individuality. This environment is made up of situations that give an opportunity for the formation of character, the outcome of right conduct continued until it becomes habits and then attitudes.

Taking into consideration this newer conception of the purpose of the school, workers in curriculum problems seek the materials of instruction in the life of the present. Therefore, they recognize the changes that characterize modern life. Those who use the present social, economic, and industrial situations as the basis for determination of instructional material find that analyses of adult activities furnish the means of discovering what is necessary to successful participation in life. Such procedure does not deny the place of children's interests, but assumes that these interests may determine the placement of materials and devices for their presentation.

One phase of human activity which has not been studied in its relation to educational objectives is that of social contacts. *Social* is here used in the broad sense covering all the relationships of man in mingling with his fellow men. These interactions between individuals and groups are so numerous and complex that the necessity of reducing conduct to definite form has produced social conventions.[1] These forms of control imposed by the group become a habit of conduct in the individual and effect genuine transformation in thinking and conduct of the

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[1] (a) Hobhouse, L. T.: *Morals in Evolution*, 3rd edition. Henry Holt and Co., 1921 pp. 10–25. (b) Sumner, W. G.: *Folkways*, Ginn and Co., 1906, pp. 62–79.

individual toward members of the group. This value to the individual of "being able and willing to conform to the social pattern of action and thought"[2] is recognized by writers on character education in that they have considered the fundamental principle of courteous conduct to be consideration of the rights of others. For example, Sisson[3] states that good character tends toward courteous behavior and that the failure of conduct in social relations to reveal the true character of the individual is an abnormal case. Haviland[4] emphasizes the need of early habit formation in matters of self-control and courteous regard for other people. In a series of short sketches pointing out to the parents certain needs in the training of the child, Patri[5] mentions the ill-mannered child. Athearn[6] finds a stabilizing influence necessary to a democracy in the habits of helpfulness through which children grow into attitudes of sympathy. Adler[7] allots to the grammar grades definite portions of the whole task of developing the individual in the social environment. Neumann[8] recognizes the importance of man's ability to utilize the experience in anticipating future needs and feels that the force of public opinion is necessary to give full value to the moral significance of conformity to conventions.

Similar values are found in the citizenship work of the schools. Those interested in this portion of the educational problem are alert to the need of presenting concrete situations as the most effective teaching device. The Hutchins Code[9] and the Iowa Plan of Character Education[10] place emphasis on the gains through repetition and imitation and through immediately satisfying results of desirable conduct until such reactions

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[2] Judd, C. H.: *The Psychology of Social Institutions*, Macmillan, 1926, p. 65.
[3] Sisson, E. O.: *The Essentials of Character*, Macmillan, 1900.
[4] Haviland, Mary S.: *Character Training in Childhood*, Small, Maynard and Co., 1921.
[5] Patri, Angelo: *Child Training*, D. Appleton and Co., 1922.
[6] Athearn, W. S.: *Character Building in a Democracy*, Macmillan, 1925.
[7] Adler, Felix: *The Moral Instruction of Children*, D. Appleton and Co., 1895.
[8] Neumann, Henry: *Education for Moral Growth*, D. Appleton and Co., 1923, pp. 217–218.
[9] The Hutchins Code is published under title of *The Children's Morality Code* by the Character Education Institution, Washington, D. C.
[10] Iowa Plan—*Character Education Methods*, National Capitol Press, 1922.

become habitual. The plans of the Committee on Character Education[11] of the National Council of Education lead in the same direction.

It has been mentioned that writers find in training in social conventions a means of offsetting the disintegrating tendencies present in American life today. The crowded and hurried conditions of existence[12] and the adaptation of customs from various older communities have effected changes in social behavior. There is a breaking away from older prescribed forms of conduct[13] and there is rebellion against the restraint of older codes.[14] The special agency of society to insure the transformation of every individual "into a being able and willing to conform to the social pattern of action and thought"[15] is the school; and it is the special duty of the school to develop the habits and skills that are essential to those common knowledges and attitudes. In this respect the responsibility of the school has two phases. The first of these is the necessity of providing training where there is a lack of the fundamentals necessary for intelligent participation in the activities of American citizens. The second phase of the responsibility of the school lies in the necessity of providing economically for those abilities which all persons acquire through experience.

In approaching a study of social conventions in relation to curriculum problems three questions arise. The first of these is, what are the social situations that are encountered in one's contacts with other human beings? A second question follows; that is, what is the accepted form of conduct in the various situations? The third question asks how nearly do persons generally conform to accepted standards of social behavior? The answer to this last question will depend upon information given in the answers to the first and second. Furthermore, the third question is important in any discussion of social training in relation to the responsibility of the school either in its function

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[11] Reports of the Character Education Committee are given in Proceedings of N. E. A. since 1922.

[12] Addams, Jane: *The Spirit of Youth and the City Streets*, Macmillan, 1910.

[13] Stearns, Alfred E.: *The Challenge of Youth*, W. A. Wilde Co., 1923.

[14] Coe, G. A.: *What Ails Our Youth?* Chas. Scribner's Sons, 1925.

[15] Judd, C. H.: *Psychology of Social Institutions*, Ginn & Co., 1926, p. 333.

in anticipating the needs of unspecialized groups or in supplying deficiencies in fundamental activities. Although attention is given to the first question, the major portion of this study is directed toward a determination of the degree of conformity to accepted standards of social behavior by large groups of unselected individuals.

In order to secure information upon the situations resulting from the intermingling of persons in their various activities, such as home interests, incidental contacts, and friendly relationships, an analysis of the field of general social contacts was made. The information used in this analysis was secured in three ways: (1) by observation of persons or groups of persons, (2) by examination of literature on social conduct, (3) by analysis of information furnished by business firms. The analysis of social contacts is included as the preliminary study (Part I) from which the research problem developed.

The second part of this study is concerned with the derivation of a survey test intended to give an index to the ability of an individual to meet social situations in an acceptable manner. This survey test served a two-fold purpose. In the first case it was used for the determination of standards of conduct necessary to the measurement of groups by having it marked by a group of one hundred selected persons. In the second case it furnished the means of comparing the responses of a number of persons representing a wide range of occupational interests and varying age levels with the responses of the selected group. The comparison answered the question regarding the degree of conformity to standards of social behavior existing among miscellaneous groups. This information will form the first step in determining the content of social training in relation to the curriculum in so much as it will be the duty of the school to furnish the experiences through which the ability to meet social situations is acquired, if the sum of all influences affecting the behavior of an individual do not economically provide for the development of this ability. This statement is made upon the premises that education proceeds through informal and incidental agencies, as well as the formal organization of the school, and that it is the function of

the school to coordinate the results of out-of-school activities and to add directed instruction.

The Problem of Research: This investigation will attempt to discover the extent to which individuals acquire the ability to meet social situations through the ordinary processes of life.

II

Preliminary Study for Analysis of Social Contacts

During the winter of 1924–1925 a group of graduate students in the University of Pennsylvania undertook to work in collaboration with the faculty of the schools of a neighboring community on the problem of revising the curriculum offered by the schools. The members of the group recognized the immensity of the problem and realized that the entire task could not be accomplished during the academic year. In order to set a definite goal within possibility of accomplishment, each member of the seminar selected one of the major fields of human activity and attempted to analyze the complex acts into simpler forms of condcut. In making human activity the starting point in the study of curriculum, the group followed the plan of Dr. Bobbitt in his studies of the subject. Other theories of curriculum construction would have offered assistance, but the class decided that the achievements of this educator were a safe guide and furnished a definite method of procedure.

Among Bobbitt's ten fields of human activity there is one designated as General Social Contacts.[1] This field includes the common ground of humanity's dealing with humanity, the everyday relationships of one human being with another or with a group. In attempting to analyze these contacts, the writer found it necessary to give less weight to prescribed formalities and to attach greater value to social conventions which make easier the "Daily meeting and mingling with one's fellows, adjusting one's self to them, and dealing with them in various ways."[2] In accepting this definition of the term general social contacts, one also accepts the statement that the complexity of life has made it necessary for individuals to have numerous and

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[1] Bobbitt, F.: *How to Make a Curriculum;* Houghton, Mifflin, 1924, pp. 7–8.
[2] Lorenzen, Clara: "Approved Social Behavior" in Curriculum Investigations, *Supplementary Educational Monographs*, No. 31, June 1926, p. 103.

varied contacts with other individuals and with groups, that out of this necessity there have developed ways of meeting these situations, and that these adjustments have in turn crystallized into social conventions. Similar distinctions between the meaning of etiquette as a term applied to court decrees regarding behavior and appearance and the interpretation of etiquette as conventions that have developed through the necessity of regulating conduct are found in books upon the subject of social conduct.

A recent publication of this type says:

> Civilization and social life have evolved a code of manners through the centuries. . . . Certain ways which are agreeable and dignified or appropriate to an occasion have become usages of society.[3]

Miss Eichler explains the meaning of etiquette in the following manner:

> Certain sensible rules of etiquette have come down to us from one generation to another. Today only those that have stood the test of time are respected. . . . The rules of etiquette as we observe them nowadays are not, as some people suppose, the dictates of fashion. They are certain forms of address, certain conduct of speech and manner that have been brought down to us through the centuries of developing culture. And we observe them today because they make contact in social life easier and more agreeable.[4]

The problem of analyzing the field of general social contacts was attacked by three methods:

1. by observation of behavior of persons in contact with individuals or groups.
2. by study of literature upon social behavior including (1) articles in periodicals giving instructions upon the accepted behavior in particular situations; (2) books written for the purpose of stimulating an interest in the value of personal qualities in business contacts; (3) books of etiquette; (4) manuals and handbooks issued by high schools.

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[3] Learned, E. C.: *Everybody's Complete Etiquette*, Frederick A. Stokes, 1923, p. 3.

[4] Eichler, Lillian: *Book of Etiquette*. Nelson Doubleday, 1923, Volume 1, pp. 12–13.

3. by analysis of information furnished by business firms through (1) conference; (2) correspondence; (3) bulletins.

This analysis was expected to furnish information upon the first question mentioned in the list of questions arising in a study of social conduct in relation to curriculum problems; that is, What are the social situations encountered by persons in their contacts with other human beings? Furthermore, this analysis expected to reduce, as nearly as possible, complex situations to terms of simple acts.

When the complicated performances are divided into their component parts there are two purposes served: first, there is an instrument that may be used as a guide in the selection of school situations that are representative of situations in the larger fields of experience; and second, the means of determining the particular situations that should be emphasized in a program of social training because of the frequency of their occurrence and because of their representative character. Both of these matters are points that enter into a consideration of the content of social training. However, this problem of the determination of the materials of instruction in social conventions is beyond the limits of the present study. It is suggested as an additional problem needing further investigation before the content of instruction in the field of general social contacts can be determined upon the basis of activity analysis. Therefore, the analysis is included here only as an answer as to what are the social situations of everyday life.

The first attack upon the problem of analyzing the field of general social contacts was made by observing the conduct of persons in several situations. It soon became evident that this method was beset with serious limitations. In the first place, the range of situations which it was possible to observe at the time that this part of the study was being made proved inadequate. Furthermore, this method of studying the general field of human relationships places an emphasis upon what the observer may decide to consider undesirable conduct. The value lies in the help that is given in the matter of listing situations with which the observer is not directly concerned. The following situations

are examples of this method of procedure and are illustrations of the difficulties mentioned:

Observations of Behavior in Five Social Situations;

(All observations made by the same observer)

1. Prolonged Conversations in the Library where persons reading were annoyed or inconvenienced. In *seven* observations of prolonged conversations (longer than two minutes) in a university library, a total of *ninety-five* were present in the reading room and a total of nineteen persons who were included in the conversations.

2. Obstructing the Entrance to a Public Building by individuals stopping to talk with others. Out of *twenty-seven* times that the observer entered the university library mentioned in the above observation, the passage-way was obstructed sixteen times and a total of *thirty-nine* persons were concerned.

3. Crowding Past Persons in Line. In *fifteen* trips on a suburban train, three persons crowded past those ahead of them in boarding the train.

4. Not Keeping to the Right in Passage Ways. In passing in and out of the railway station, on the *fifteen* trips mentioned above (a total of *thirty* observations) there were six cases of failure to keep to the right in the passage-way.

5. Interrupting Conversations without an Apology. In two days' time *nineteen* interruptions were observed in approximately *fifty* conversations.

A second plan followed in the analysis of the field of general social contacts provided for the study of books and of magazine articles dealing with specific social situations. An analysis was made of thirty magazine articles dealing with social behavior. None of this material could be classed as fiction, in which case there would be merely a reference to the manner of an individual's behavior. No articles were included in which the predominant theme was humorous comment on the interest in books on etiquette or a discussion of the causes and remedies of conditions in social life. The study did include articles dealing with specific changes in social conventions or giving detailed and definite instructions in accepted behavior in social affairs. This source of information was a valuable aid in obtaining definite and specific situations in which the element of courtesy was present. Because of the popular nature of the magazines publishing articles of this kind, it may be assumed that this material represents

an interest of the reading public. The following table gives a list of the topics treated in periodical literature giving definite instruction in social conventions.

TABLE I

TOPICS TREATED IN THIRTY MAGAZINE ARTICLES DEALING SPECIFICALLY WITH SOCIAL CONDUCT

Items are listed in order of frequency of occurrence

1. Table Manners and Service		45
2. Travel		30
a. Railroad	13	
b. Motor	9	
c. Trolley, Taxi, or Subway	5	
d. Steamship	3	
3. Introductions		26
4. Objectionable Personal Traits		22
5. Duties as Host or Guest		20
6. Deference to Women		18
7. Acknowledgment of Obligation		18
8. Sportsmanship		16
9. Personal Appearance		15
10. Public Places not Otherwise Specified		15
11. Courteous Regard for Servants		13
12. Invitations and Responses		11
13. Respect for Older People		10
14. Telephone Courtesies		10
15. Chaperonage		10
16. Conversation		9
17. Dancing		7
18. Conduct of Children		6
19. Smoking		5
20. Church Behavior		3
21. Weddings		3
22. Gifts		3
23. Announcement of Engagement		1
24. Mourning		1
25. Miscellaneous		20

The figures given in this table represents the actual number of times any topic was mentioned in these articles. A list of the magazines and articles covered in this table is included in *Appendix, A No 1.*

This table indicates that the topic receiving major consideration is reading material of a popular nature is the matter of one's behavior at meals. This heading includes both the arrangement of the table and the use of conveniences of table service, as knife and fork, and napkin, and manner of handling food.

Next in order of frequency of mention is the general subject of travel. This topic included all types of public vehicles as well as private cars. Among these methods of conveyance the railroad was mentioned most frequently and the steamship least. Other topics occurring in the first quartile are introductions, *Objectionable Personal Traits*, and the *Duties of Host or Guest. Deference to Women* and the *Acknowledgment of Obligations* received the same amount of attention by the writers of the articles studied. The second of these topics is general in application and includes situations ranging from simple acknowledgment, such as "Thank You" to prompt attention to business obligations. Two other items near the middle point of the table have the same number of references: matters of *Personal Appearance* and conduct in *Public Places* not otherwise specified. The latter topic covers situations in restaurants, hotels, theaters, and public gatherings. *Sportsmanship* is a term quite generally applied to the give and take in life; it is used here in the same sense as applying to the right of another automobilist to half the road or the acceptance of an unpleasant situation without useless complaining. *Courteous Regard for Servants* ranks two points above *Invitations or Replies to Invitations*, and three points above three other topics; *Respect for Older People, Telephone Courtesies*, and *Chaperonage; Conversation* follows only one point behind these last mentioned topics. Among the situations receiving the least notice in these articles are *Weddings, Engagements*, and *Mourning*. *Miscellaneous* is a term covering items such as prompt acknowledgment of gifts, salutations, quality and tone of voice. The topics given here are mentioned again in connection with the examination of books on social conduct.

A second type of literature examined for information in regard to the situations met in mingling with other individuals or groups was books on social conduct. Six books of this type were taken from the shelves of a public library. The only factor considered in the selection of these books was the number of pages of each. The purpose of selecting books on this basis was to eliminate small handbooks and to include books of the same general content. The following table gives the results of the analysis of six books on social conduct or, to use a popular term,

books of etiquette. The numerals represent the pages devoted to the topic indicated except in case of the last column. Here the figure is the percentage of the total number of pages in the six books devoted to the topic indicated in the table. The topics are arranged according to amount of emphasis as measured in percentage of space given to the topic.

TABLE II

ANALYSIS OF SIX BOOKS ON SOCIAL CONDUCT*

Table shows the number of pages and percentages of space devoted to each topic listed

TOPIC	BOOKS EXAMINED							PERCENTAGE OF SPACE
	1	2	3	4	5	6	TOTAL	
Weddings	58	60	51	29	52	57	307	11.2
Parties—all kinds	21	17	34	26	31	63	192	7
Conduct of Children	47	8		66	20	21	162	5.9
Correspondence	22	38	16	17	19	49	161	5.8
Table Manners and Service	26	20	35	24	14	41	160	5.8
Visiting Cards and Calls	15	13	28	15	56	10	137	5
Hostess or Guest	15	19	16	20	8	51	129	4.7
Invitations and Replies	18	10	10	12	37	33	120	4.3
Dress	8	18	6	14	34	31	111	4
Mourning	17	14	10	16	21	23	101	3.6
Miscellaneous	18	19	22	18		24	101	3.6
Sports and Clubs	16	19	9	12	24	19	99	3.6
Introductions	20	19	15	10	19	14	97	3.5
Dances (esp. noted)		23		22	23	25	93	3.4
Traveling—all kinds	18	19		14	18	24	93	3.4
Servants	18	13	10	13	22	13	89	3.2
Chaperonage	18	12	9	6	5	22	72	2.6
Conversation	14	10	7	6	12	17	66	2.4
Public Entertainments	3	16		8	16	17	60	2.1
Courtship	23	7		7	10	13	60	2.1
Foreign Customs	16		15	3	12	4	50	1.8
Unmarried Men	17	5	10	10	7		49	1.7
Christening	13	9	4	5	9	7	47	1.7
Business Contacts	6	5		13	8	10	42	1.5
Family Life	13	17		5		6	41	1.4
Official Circles (U. S.)	12	12	5	3		5	37	1.3
Hotel and Restaurant	5	4		2	9	9	30	1
Unmarried Women		6	6	2				.5
Total	478	432	318	416	486	614	2734	97.7

* Titles and authors of the six books are given in *Appendix A, No. 2.*

NOTE: *Miscellaneous* includes such topics as salutations, gifts, attitude

The difference in the information gained from the examination of books on social conduct and from analysis of magazine articles on the subject is most noticeable in regard to the topics included in each type of literature. In Table II there are seven items which have no parallel in Table I. These are as follows:

1. Correspondence
2. Parties—all kinds
3. Visiting Cards and Calls
4. Foreign Customs
5. Unmarried Men
6. Official Circles
7. Unmarried Women

The explanation offered by the writer is that books on social conduct tend to present the "doings of polite society" more than the popular type of material found in the magazines. The inclusion of material covering foreign customs and the formalities of official circles in the United States are examples. The material under the topic *Unmarried Men* was concerned chiefly with the problem of entertaining by bachelors. In the case of the topic *Unmarried Women* the content of the books gave suggestions as to how the modern woman might maintain her independence and yet conform to all the social niceties. The matter of entertaining and being entertained came chiefly under the topic *Hostess or Guest;* however, another topic was necessary to cover the details of the entertainment itself. This topic, *Parties—all kinds*, does not occur in Table I. Formal calling and leaving cards is another topic that is not covered in periodical material.

Likewise, there are topics in Table I which do not occur in Table II. The most noticeable of these are *Objectionable Personal Traits* and *Acknowledgment of Obligations.* With the exception of *Smoking* other topics specifically mentioned in Table I are

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toward people who are timid, and the observance of Sunday *Parties—all kinds* includes breakfasts, luncheons, dinners, teas, suppers, musicales, bridge, and dancing except where special mention is made of the last topic. *Public Entertainments* includes theatre, lectures, and concerts. *Traveling* includes motor, ship, taxi, railway coach, or any public vehicle. *Hotel or Restaurant* covers situations occurring in either place but not included under any other topic; for example, registering.

included in a more general way in the books analyzed in Table II. In fact, the difference in the nature of the two classes of material makes a comparison difficult; nevertheless both sources were helpful in adding to the list of situations of everyday life which it was not possible to observe.

Yet, the entire purpose of the study was not a mere listing of the situations in the field of general social contacts; a second purpose was the securing of information that could be utilized in the arrangement of a test of social behavior. Therefore the two tables should be compared with a view to finding the relative amount of emphasis placed upon the more general topics. *Table Manners and Service* and *Hostess and Guest* are found in the upper fourth of both tables; *Traveling* and *Introductions* are in the upper quartile in Table I and in the second quartile in Table II. There are two topics found in the second quartile of both tables: *Invitations and Replies* and *Dress* (or Personal Appearance). There are also two topics occurring in the second quartile of Table I but in the third quartile of Table II: *Regard for Servants* and *Behavior in Public Places.*[5] *Conversation* falls in the third quartile of both tables.

A second group of books dealing with social behavior consists of books published chiefly for high school students and children. These are really handbooks or manuals. Four books of this type were examined and the contents listed. The writer found no advantage in increasing this number because additional books gave no further information. The four books used were

(1) *Manners and Conduct in School and Out* by Deans of Girls in Chicago High Schools;

(2) *Everyday Good Manners for Boys and Girls* by Ernestine Louise Badt;

(3) *Handbook of the Philadelphia High School for Girls;*

(4) *Everyday Manners* by the Faculty of the South Philadelphia High School for Girls.

The first of this list is a book of twenty-eight pages in instruction in eighteen types of social conduct. Approximately one page is

[5] If the total number of pages devoted to Public Entertainments and to Hotels and Restaurants were considered, this topic would fall in the third quartile of Table II.

devoted to each topic, though there are five topics which cover only one-half to one-fourth of a page, and there are seven topics covering more than one page. *Table Manners* and *Personal Characteristics* (listed under *Duty to Yourself*) are given the greatest amount of space—three pages each. The second book (*Everyday Good Manners for Boys and Girls*) is a handbook for children which grew out of the experience of a teacher of dancing. The point emphasized throughout the book is that the foundation of manners is in good personal habits. The discussion is almost equally divided among five general topics; from nine to thirteen pages are given to each. The general headings are reduced to specific acts; for example, under *Letter Writing* (p. 27) is given this statement: "Acknowledge at once by note all invitations and never leave a letter unanswered." The third book of the list is the *Handbook of the Philadelphia High School for Girls*. This manual of thirty-five pages is intended to stimulate a pride in the school and to furnish information regarding the customs of the school. The instructions in social conventions are incidental to the primary purpose, yet they are definite and specific. For example, the *Code of Honor and Courtesy* includes this item on Page 22: "We will rise when we are addressed by an older person." The fourth book, *Everyday Manners*, grew out of the requests for instruction in social behavior by a group of high school students. Members of the faculty contributed the various chapters, which are grouped in four sections or parts: (1) At Home, (2) In School, (3) In Public Places, (4) In Business. The most general section is the first part. Under the heading *At Home* are included discussion of table manners, duties as host or guest, introductions, and miscellaneous courtesies. The apparent length of this book—one hundred ten pages—is reduced by the inclusion of illustrations and questions at the conclusion of each chapter.

The nature of the material included in these handbooks was such that it could not be included in either Table I or Table II because the situations are largely those that concern young people only, and the illustrations are drawn chiefly from the conditions that the students meet in school. Table III, which gives the

list of situations mentioned in this type of literature, shows results of this influence.

TABLE III

LIST OF SOCIAL SITUATIONS MENTIONED IN FOUR MANUALS FOR HIGH SCHOOL STUDENTS

1. Apology for Unavoidable Offense
2. Attentions to Other Guests at Parties
3. Attention to Person Speaking
4. Avoidance of Contradiction
5. Behavior in Public Places
6. Being a Guest
7. Business Courtesies
8. Caring for a Guest
9. Care and Neatness of Appearance
10. Conduct in Class Room
11. Conduct in School Assembly
12. Conduct in Games
13. Conduct in Stations, Railway Trains, and Dining Cars
14. Consideration for Other Members of the Family
15. Conversation
16. Correspondence
17. Cooperation with the School
18. Courtesies between Boys and Girls
19. Dancing
20. Development of Attractive Personality
21. Disposal of Wraps
22. Duties to the Chaperone
23. Entering Public Places
24. Gentle Speech
25. Gifts—Giving or Receiving
26. Honesty in School Work
27. Inconspicuous Conduct on Street
28. Introductions
29. Invitations—Extending or Accepting
30. Manner in Lunch Room
31. Position and Carriage of Body
32. Regard for the Property of Others
33. Respect for Older Person in Speech and in Manner
34. Responsibility to Hostess
35. Serving Refreshments
36. Table Manners
37. Telephone Manners
38. Use of Lavoratory

In this list of thirty-eight topics mentioned in high school manuals, there are twelve that do not occur in Table I or in Table II. All of these twelve topics deal with specific situations coming within the school experience of the student; for example, *Conduct in the Class Room*, *Cooperation with the School*, and

Conduct in School Assembly. Two topics are peculiar in that they deal with the individual himself. These are *Use of Gentle Speech* and *Development of Attractive Personality*, both of which might be considered positive aspects of personal traits.[6] The value of material from these handbooks lay in the fact that it dealt with simpler acts than the material in books or magazines, and because the discussion is directed toward the correction of common mistakes in social behavior occurring among heterogeneous groups.

A third method of discovering the social situations of everyday life was to find what business firms required of their employees. Included in magazine material there is an occasional reference to the business value of courtesy. For example, in the issue of *The Outlook*[7] of July 29, 1925, there is an article explaining how the city of Minneapolis makes the tourist and stranger welcome. Similar articles occur in *Printer's Ink*[8], *Electric World*,[9] and the *Electric Railway Journal.*[10] These articles deal with courtesy as a business asset, but are not specific in the instructions that would be given to the employees of the company.

The same criticism is made of books, purpose of which is to present an outlook upon the business world and to stimulate an interest in the value of personal characteristics in business. Eight books of this class were examined. It is impossible to analyze them in the same way that books on social conduct are analyzed because of the general nature of their content. Two points were outstanding, the necessity for care and neatness in personal appearance, and the advantage of being able to meet people easily and tactfully. A list of the books of the success type examined in making the analysis of social conduct is included in *Appendix A, No. 3.*

Neither of these two methods of discovering the contacts

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[6] *Objectionable Personal Traits* is a topic in Table I, p. 18.

[7] "Courtesy as a City Asset", *Outlook*, CXL, pp. 446–7.

[8] *Printer's Ink:* "Responsibility on Management to be Courteous", Feb. 7, 1924, pp. 53–64.

[9] *Electric World:* "Organizing Courtesy to Build Good Will" May 21, 1921; "The Girl at the Window", Aug. 4, 1923, pp. 231–232.

[10] *Electric Railway Journal:* "Friendlyizing the Public", May 3, 1924, pp. 701; "Serving the Public Better", May 16, 1925, p. 778; "Training Carmen to Give Better Service", Aug. 2, 1924, p. 157; "Street Car Courtesy in Wash ington", Aug. 2, 1924.

in business situations proved very productive. A third method of study was suggested by them; that is, obtaining through bulletins or interviews the points emphasized by the management of business enterprises. The names of twenty advertisers in current periodicals were selected at random, and letters were written to these firms asking if they issued any instructions to employees in which courtesy in contacts with the public was emphasized. To this list were added five other names: a taxi-cab company, which was advertising extensively; a city electric railway system; and three retail firms. The five additions were firms who were known to encourage courtesy by employees as a trade policy. There was a total of twenty responses. Fifteen letters indicated that courtesy was a basic principle in the organization; six firms gave in detail the instructions supplied to the employees. To supplement this correspondence, there were four conferences. In three cases the conference was arranged at the suggestion of the manager of the firm to which the original letter had been sent. From these sources of information the writer noted the emphasis upon punctuality, the quality of one's voice, appropriateness and neatness of dress, cheerfulness of manner, and expedition of service. These five points were included wherever the reply was in the least specific. It should be stated that the detail of these answers, the list of firms granting an interview, are included in *Appendix A, No. 4.* The following tables give summaries of the information gathered from the bulletins and letters, and the interviews supplementing them.

TABLE IV

THE CONTENT OF THE COURTESY BULLETINS FURNISHED BY FIVE BUSINESS FIRMS

1. Suitability of Dress
2. General Personal Appearance
3. Cooperation with Management
4. Inconspicuousness of Conduct
5. Cleanliness of Equipment
6. Appropriateness of Language
7. Punctuality and Promptness of Service
8. Proper Use of Telephone
9. Quickness of Action Without the Appearance of Haste
10. Cordiality Without Familiarity
11. Rights of Pedestrians
12. Return of Lost Property
13. Avoidance of Smoking on Duty
14. Necessity for Careful Driving

These items are listed without regard to the number of times each was emphasized because of the difficulty of evaluating one situation in terms of a similar situation as described by another firm. For example, a bulletin from a department store gives in detail the proper way to answer the telephone in order to avoid delays in the service, but the use of the telephone by the representative of the taxi-cab company means responsibility to answer a call when he is at a cabstand.

The following table is a list of the qualities emphasized by firms whose managers granted an interview with the writer. Here, again, the position in the list does not indicate the relative importance of the item. The purpose of these interviews was to obtain further details of the relations between salesman and customer. The difficulty of estimating the value of similar acts in different situations was the same as that encountered in studying bulletins.

TABLE V

QUALITIES EMPHASIZED BY FOUR BUSINESS CONCERNS AS INDICATED BY INTERVIEWS WITH MANAGERS

1. Quality of Voice
2. Punctuality
3. Acknowledgment of Service
4. Care of Equipment
5. Dress and Personal Appearance
6. Return of Lost Articles
7. Special Courtesies to Customers

Again there is difficulty in comparing the items or topics as there was in the discussion of Tables I and II given on pages 26 and 29. In the cases of business firms the emphasis was placed upon care of equipment, neatness in personal appearance, pleasantness of manner, and promotion of the interests of the firm by attention to minor courtesies to patrons.

The information gained through the three methods of studying social contacts was used in two ways: first, it was used in making an analysis of the contacts involved in effective present-day life; and second, it was used in the formulation of a survey test which is discussed in the second part of this study. The three methods used—(1) observation, (2) examination of literature, and (3)

reports from business firms—are not related in themselves but are supplementary to each other in relation to the preliminary problem of this investigation; namely, the discovery of the situations met in mingling with other human beings and the reduction of the more complicated situations to simple acts. The incorporation of the material into "An Analysis of General Social Contacts" illustrates the first use of the information gathered by the three methods of study of social situations. A copy of this analysis constitutes the second chapter of Part I of this study. One recognizes the possibility of further analysis of social situations by continuing the subdivisions until every complex activity is reduced to the simplest units so that these simple units may serve as a means of determining the frequency of occurrence and the representative nature of each act in a program of social training. Nevertheless the present form as given in Part I, Chapter II, appeared sufficiently extensive to serve the purpose of presenting an analysis of the social situations in everyday life and of providing the specific situations that are included as items of the survey test.

SUMMARY: An analysis of the social contacts involved in effective present-day life was made as a preliminary study. Three methods were used in securing information for this analysis:

1. observation of actions of persons
2. examination of literature on social conduct
    a. magazine articles
    b. books on social behavior
    c. handbooks or manuals
3. study of business contacts
    a. books on value of personal characteristics
    b. correspondence giving policy of firms
    c. bulletins supplied by firms to employees
    d. articles in trade journals
    e. conference with managers of firms

This information was incorporated in *An Analysis of General Social Contacts*. The information was also used in the formulation of a survey test for the determination of the extent to

which individuals conform to accepted standards of social behavior. The analysis in its present form is given in the second chapter of Part I; the formulation and presentation of the survey test comprise the second part of this study of social training.

III

An Analysis of General Social Contacts

Before an analysis of the field of social contacts could be made a plan of procedure for utilizing the information acquired through observation, literature, and conference was needed. In working out such a plan the writer divided the broad field of social contacts into three major divisions; (1) contacts with large groups, (2) contacts with a more limited circle of acquaintances, (3) relations with members of the same household.

The first of these divisions was given the heading *Ability to perform activities that will make one's contacts easy, agreeable, and effective.* Under this heading were included the miscellaneous or more general contacts of individuals, and these are, in turn, grouped under two large subdivisions: (A) *Ability to respond according to approved social usage,* and (B) *Ability to receive and dispense hospitality.* These subdivisions are further divided and subdivided until specific situations are presented. One illustration will give a clearer understanding of how this plan was carried out than a general description will. For example, the large subdivision A, *Ability to respond according to approved social usage,* has seven sections:

1. in making an introduction
2. in acknowledging an introduction
3. in using the proper form (in regard to arrangement of content and materials used) in correspondence
4. in incidental contacts
5. at table
7. in hotel contacts.

When the third of these seven sections is selected as an illustration and is examined, there are found three sub-sections:

3a. in a formal note
3b. in a business letter
3c. in a formal letter

The first of the three subsections has four minor divisions; that is, a formal note is used (1) in an invitation, (2) in acceptance of an invitation, (3) in declining an invitation, or (4) in postponing or recalling an invitation. The situations in which formal notes are used appear under the first of the minor divisions; for example, weddings, theater parties, balls, and teas. Since this method of dividing and subdividing the groupings was followed throughout the analysis, further detailed explanation will not be made in connection with the second and third major headings.

The second of these major divisions is designated as *Ability to act tactfully, but effectively, in influencing the conduct of others.* It was intended that this division should contain the contacts with smaller groups and, therefore, be of a more intimate nature than those under the first division. Under this heading are included two sub-divisions:

(A) Ability to maintain individuality in contact with one's acquaintances without offensiveness to them.

(B) Ability to gain and maintain desirable friends.

The subsections under these subdivisions duplicate many of the items under the first major heading.

The third major heading is called *Ability to foster unity of diverse interests and to encourage a sense of responsibility among the members of the home.* This topic follows the general scheme of narrowing the circle of limits from miscellaneous contacts to groups of closer acquaintances and then to the more intimate relations of the home. Here again there is a duplication of the first major heading; therefore, the finer subdivisions are not followed as in the first heading.

This analysis completed the original problem undertaken in the seminar. However, it suggested the second part of this study and was basic to it insomuch as it provided an answer to the first question mentioned in the introduction where the writer gives the problems that arose in undertaking a study of social behavior in relation to the curriculum. When we have a list of the situations encountered in mingling with one's fellows, the next problem is directed toward the discovery of the extent of conformity of large groups to an accepted standard of conduct in these situations.

AN ANALYSIS OF GENERAL SOCIAL CONTACTS

I. ABILITY TO PERFORM ACTIVITIES THAT WILL MAKE ONE'S CONTACTS AND RELATIONSHIPS EASY, AGREEABLE, AND EFFECTIVE

A. Ability to respond according to socially approved usage
  1. In making an introduction
    1a. to an elderly person
      1. man to a man
      2. man to a woman
      3. woman to a woman
    1b. to a person of distinction
      1. man to a man
      2. man to a woman
      3. woman to a woman
    1c. of a man to a woman or girl
      1. of the same social group
      2. of a different social group
    1d. of a man to another man
      (as in 1c)
    1e. of a woman to a woman
      (as in 1c)
    1f. of an individual to a group
      1. by enunciating the name properly
      2. by using the proper form
      3. by including some clue to conversation
  2. In acknowledging an introduction
    (cases listed under 1)
  3. In using the proper form—in regard to arrangement of content and materials used—of correspondence
    3a. in a formal note
      1. of invitation
        (1) to dinner
        (2) to a wedding—home or church
        (3) to theatre
        (4) to ball or tea
        (5) to reception or tea
      2. of acceptance
      3. of regret
      4. in postponing or recalling an invitation
        (cases of (2), (3), and (4) listed under 1.)

3b. in a business letter
  1. of a formal nature
    (1) in application for a position
    (2) in giving an order for goods
    (3) in arranging for installation of conveniences—telephone, gas, etc.
    (4) in making an inquiry
    (5) in acknowledging an order
      (see cases 2 and 3)
    (6) in offering a position
    (7) in accepting a position
    (8) in request for a recommendation
    (9) in writing a recommendation
    (10) in making a complaint
    (11) in a follow-up letter
    (12) in making a collection
    (13) in a letter of introduction
    (14) in returning merchandise
  2. of a friendly nature
    (cases are given above, but correspondents are sufficiently well acquainted for the letter to contain a personal note)

3c. in an informal letter
  1. of friendly communication
    (1) issuing an invitation
    (2) recalling an invitation
    (3) accompanying a gift
    (4) extending a courtesy
    (5) exchanging news
    (6) accepting an invitation
    (7) declining an invitation
  2. of appreciation
    (1) of a gift
    (2) of a courtesy
    (3) of a visit
  3. of condolence
    (1) in bereavement
    (2) in misfortune
  4. of congratulation
    (1) upon a birth in the family
    (2) at announcement of engagement
      2a. to the man
      2b. to the woman

(3) at time of marriage
(4) upon success in field of endeavor
4a. publication of book
4b. election to honorary position
(5) promotion
(6) anniversary
6a. birthday
6b. wedding
6c. important event

4. In incidental contacts
4a. in church
a. entering punctually
b. removing wraps quietly
c. disposing of wraps without annoyance to others
d. avoiding whispering
e. refraining from gazing about
f. speaking cordially when leaving
g. joining in the general form of worship
h. being hospitable to strangers

4b. in a public gathering
a. entering quietly
b. following usher
c. thanking usher
d. taking unoccupied seat furthest from aisle
(exception in case of reserved seats)
e. handling program quietly
f. talking in low tone
g. applauding respectfully at proper time
h. avoiding pushing through crowd
i. refraining from staring
j. waiting for conclusion of performance before putting on wraps
k. having tickets or cards in readiness
l. arriving promptly—or punctually
Examples include
(1) art exhibits
(2) theatre
(3) lectures
(4) concerts
(5) conferences and conventions
(6) athletic contests:
baseball

football
track events
hockey
basketball etc.

(7) indoor amusements:
bowling
pool
billiards
swimming
dancing

(8) public card parties

4c. in traveling in public vehicles

a. by waiting turn at ticket office

b. boarding or leaving trains with reasonable speed and sufficient care

c. occupying only part of seat

d. disposing of baggage without inconvenience to other persons

(1) wraps
(2) bags
(3) parcels
(4) umbrellas

e. refraining from opening windows when it annoys others

f. giving seat to person less physically fit

(1) elderly person
(2) woman
(3) woman and child

g. accepting or declining seat with thanks

h. being courteous to official

i. making agreeable arrangements on Pullman car

1. while the berth is being made
2. in using the dressing room
3. in securing the service of the porter

(1) for pillow
(2) for buffet service
(3) for cards
(4) for stationery
(5) for table
(6) by avoiding requests while train is in stations
(7) by remembering that he is serving others also
(8) by rewarding his services

(a) with tip
(b) with pleasant acknowledgment

j. using the dining service
(1) waiting in line for a seat
(2) acknowledging the steward's service
(3) giving order promptly and courteously
(4) vacating seat upon conclusion of meal
(5) making one's self agreeable to table companions
(a) by avoiding conversation
(b) by joining conversation
(6) tipping properly

k. on shipboard
(1) by arranging baggage
(a) wanted on the voyage
(b) not wanted on the voyage
(2) in procuring transportation
(a) arranging for accommodations
(b) securing passports with proper visas
(3) by securing deck chairs
(4) by accepting dining arrangements
(5) by tipping stewards according to accepted standards
(6) by dressing suitably

4d. in motoring
a. stating service desired at garage
b. not obstructing passageway at garage
c. tipping for service or adding service charge to account
d. seating occupants of car comfortably
e. providing adequate protection for occupants of car
(1) sufficient wraps
(2) robes
(3) closing windows or curtains
f. arranging windows for adequate ventilation
g. learning directions from proper authorities in either local or cross-country trip
h. accepting courteously services of chauffeur
i. giving chauffeur accurate directions
j. giving directions in pleasant manner
k. disposing of luggage with as little inconvenience as possible
l. being prompt in meeting appointment
m. observing traffic regulations
n. not monopolizing the road

4e. in using telephone
- a. giving number promptly
- b. using pleasant tone of voice
- c. not monopolizing line with continued conversation
- d. thanking operator at her repetition of number
- e. asking directly for person wanted
- f. giving number of person calling
- g. answering with number or place
- h. being reasonable in delays

  Examples include

  (1) informal invitations to dinner, luncheon, bridge, sports, picnic, houseparty, christening

  (2) conversations

4f. in using elevator
- a. entering promptly
- b. moving to rear of car
- c. facing door
- d. removing hat when women enter
- e. calling floor promptly
- f. leaving with as little crowding as possible
- g. permitting others to pass out easily

4g. in regarding traffic regulations

(general rules, variations of these rules occur in localities)
- a. driving on right side of road
- b. walking on left side of road
- c. keeping to right when meeting another
- d. crossing streets at designated places
- e. not obstructing passage

4h. in attending to business affairs

1. at office
   - a. giving name and business to attendant
   - b. being prompt at appointment
   - c. stating business concisely
   - d. waiting turn
2. in store
   - a. accepting services with agreeable manner
   - b. asking for articles really wanted—not other articles through mere curiosity
   - c. avoiding unnecessary removal of articles from shelves or counters
   - d. giving directions for delivery without unnecessary delay

e. thanking clerk for service

3. at hospital
   a. making inquiry of doorman
   b. obtaining directions from information desk
   c. entering patient's room quietly
   d. passing through corridors without noise
      1. avoiding conversation or laughing
      2. walking lightly but quickly
   e. making visit short—unless circumstances require it to be otherwise
4. on telephone
   (See I, A, 4e)
   Add inquiries and appointments to list of examples
5. in bank
   a. having deposit slip and pass book ready
   b. taking place in line
   c. endorsing check in proper form and place
   d. writing check so as to make it as safe as possible
   e. attending to business with proper party
   f. stating business concisely
6. in asking information
   a. being definite in the questioning
   b. being sure of having the information exact
   c. thanking the person giving the information
7. in giving information
   (See abilities under 6.)
   Examples
   1. police
   2. special park guards
   3. museum guards
   4. elevator starters
   5. station porters—red caps
   6. clerks and floor walkers in stores
   7. information bureaus
      in stations
      in stores
      in hotels
      at travelers' aids
8. in accepting miscellaneous services
   a. eliminating delays

b. giving necessary instructions briefly
Examples
1. postman
2. special delivery carrier
3. newsboy
4. telegraph messenger
5. express man
6. ash or garbage remover
7. meter reader
8. laundry man

5. at table
5a. in a home
a. being punctual at meals
b. waiting to be served
c. using napkin properly
1. removing it from table
2. placing in lap
3. using during meal
d. eating soup
1. without noise
2. from side of spoon
3. with spoon tilted away from body
4. without tilting plate
e. drinking from cup
1. Without noise
2. with spoon removed
f. holding implements properly
g. using knife
1. to cut meat
2. to spread butter—where spreader is not provided
h. breaking bread
i. using fork wherever possible
1. carrying food to mouth
2. cutting bread, pie, cake, salad, vegetables, desserts
j. avoiding use of fingers except in accepted cases
1. eating bread
2. eating relishes—celery, radishes, olives
3. eating nuts and candies
k. serving self from platter or dish
1. taking adequate portion
2. handling food neatly

3. using implements properly
l. refusing or accepting service
m. taking seat designated

5b. in public place—hotel, restaurant, tea room, etc.
a. same as I, A, 5, 5a
b. following waiter to table
c. seating companion or waiting to be seated
d. tipping according to service
e. giving order promptly and accurately
f. giving command courteously
g. not attracting attention through loud laughing
h. not removing articles for souvenirs

6. in patriotic courtesies
a. saluting the flag upon occasion
b. giving precedence to the flag
c. rising at the singing of the national anthem
d. not putting on wraps during playing of the anthem
e. not leaving the assembly during the playing of the anthem

7. in hotel contacts
7a. when registering
a. securing desired accommodations
1. kind of room
2. additional conveniencies
b. writing name upon register
1. man alone
2. man with his family
3. woman alone
4. including servants
c. accepting services of bell boy
1. being directed to room
2. incidental services—water, magazines etc.
d. accepting services of floor clerk
1. leaving key
2. calling for key, parcels, etc.
e. tipping for services
f. using dining room or restaurant
(See I, A, 5b, a–i)
g. using elevator
(See I, A, 4f, a–g)
h. proper regard for property

1. not appropriating towels, silver, or linen for souvenirs.

B. Ability to receive or dispense hospitality

1. In receiving hospitality

1a. at informal affairs

a. being punctual

b. acknowledging introductions
(See I, A, 2)

c. entering general conversation

d. avoiding personalities

e. avoiding gossip

f. not offering unsolicited advice

g. overlooking blunders of other people

h. avoiding chatter about intimate affairs

i. respecting confidences—not passing them on as gossip

j. not being oversensitive and looking for slights

k. not allowing your own dissatisfaction to affect others

l. passing on to others a pleasant or happy remark

m. not displaying in an overbearing manner one's particular ability or accomplishment

n. avoiding loud laughing or talking

o. not chewing in company of others

p. not whispering in company

q. not interrupting conversation

r. not reading in company under usual conditions

s. proper apology for necessary interruption

t. using courteous term in requesting repetition

u. acknowledging invitation
(See I, A, 3c, 6–7; I, A, 4e, 1)

v. entering into plan of entertainment

w. observing formalities when refreshments are served
(See I, A, 5a, a–i)

x. acknowledging courtesy at departure

y. departing immediately when once started

z. man's removing hat upon entrance

a1. man's standing until women are seated

b1. man's permitting women to pass ahead of him

1. through doorways

2. into motor cars and vehicles

3. upon passing to seat

c1. addressing servants courteously

d1. entering house with clean shoes

r1. caring for dripping umbrella
f1. dressing suitably for occasion
g1. avoiding unnecessary passing before persons
h1. proper apology when passing is necessary
i1. deference to elders
j1. accepting courtesies in a way that expresses appreciation of them
k1. declining courtesies without offense to person offering them
l1. declining requests without hurt to other person

Examples
(1) card party
(2) luncheon
(3) afternoon tea
(4) informal dance
(5) picnic
(6) lecture
(7) concert
(8) informal visiting
(9) country club or club gathering

1b. at formal functions
(See I, B, 1, 1a)
Examples
(1) reception
(2) dinner
(See also I, A, 5)
(3) dance
(4) wedding
(5) luncheon

1c. at public affairs
(See I, B, 1, 1a)
Examples
(1) theatre
(2) opera
(3) lecture
(4) dance
(5) concert
(6) society meeting

1d. as house guest
a. accepting invitation promptly
b. arriving and leaving at appointed time
c. arranging for transfer of luggage

d. adapting one's self to routine of household
1. promptness at meals
2. following suggestion of hostess
3. considering servants
a. addressing them courteously
1. in reward for service
2. in greeting
b. being thoughtful in demands
e. realizing that host or hostess needs free time free from guest's presence
1. entertaining self
f. recognizing one's responsibilities to other guests
(See I, B, 1, 1b and 1c)

2. In performing one's duties as host
2a. when planning a social gathering
1. inviting congenial people at same time
2. providing suitable entertainment
a. of agreeable length
b. of sufficient variety
c. managing the details of service
1. without assistance of servants
2. with assistance
d. placing guests at their ease
1. through necessary introductions
(See I, A, 1)
2. through direction of conversation
(See II, A, 3–4)
2b. when entertaining house guests
a. by arranging for physical comfort
1. in transportation from station
2. in transfer of luggage
3. serving refreshment at end of journey
4. providing comforts in room
5. having ready hot water for bathing
6. having accessories available
b. by providing leisure time
c. by directing agreeable social activities
(See II, B)

II. Ability to act tactfully, but effectively, in influencing the conduct of others

A. Ability to maintain individuality in contact with one's acquaintances without offensiveness to them

1. In anticipating their wishes

1a. by recognizing the peculiarities of types of individuals—temperamental, moody, phlegmatic, etc.

1b. by comprehending the motives of others

1c. by adjusting one's actions in accordance with a and b

2. In refraining from conversation when disagreeable to others

2a. by recognizing the rights of others

2b. by controlling one's own desire for expression

1. not talking in room where some one is reading

2. not talking in Pullman car after berths are made

3. not talking continuously or in loud tones at public gathering

(1) lecture

(2) theater

(3) concert

(4) movie

3. In conducting the conversation on the plane of another's thought

3a. by recognizing the level of another's thinking

3b. by comprehending another's interests

3c. by being a sympathetic and tactful listener

3d. by avoiding interruption of another's train of thought

3e. by controlling voice

3f. by avoiding embarrassment to inexperienced person

3g. by refraining from laughter at another's discomforture

4. In leading out another's conversation

4a. using intelligent questions in various fields

4b. suppressing exclusively personal interests

4c. sensing an agreeable or disagreeable conversational topic

5. In inspiring others with confidence in themselves

5a. by recognizing their strong points

5b. providing opportunity for the use of their peculiar abilities

6. In maintaining an attitude of tolerance toward the beliefs of others

6a. realizing the possibility of contrary opinions

6b. recognizing the value of opposing points

6c. remaining unbiased by personal likes or dislikes

6d. remaining free from prejudices

7. In remaining self-confident under trying conditions

7a. forming opinions on basis of adequate data
7b. realizing correctness of one's position
7c. accepting and using criticism
7d. persevering cheerfully
7e. accepting disappointment bravely
7f. recognizing admirable qualities in those you may dislike personally
7g. refusing to become irritable at loss of
(1) game
(2) election
(3) honor
7h. being able to sympathize with winning party
7i. not being envious of another's success
7j. not being resentful of another's admirable qualities

8. In meeting people cordially
8a. See social usages under I, A and B
8b. See conversation under II, A, 2, 3, and 4

9. In expressing thanks effectively
9a. choosing words appropriate to occasion and person
9b. recognizing the motive of thoughtfulness in other person

10. In expressing refusal graciously
10a. choosing words that convey meaning accurately
10b. making statement in manner that carries full significance without hurt

11. In accepting commendation graciously
11a. avoiding conventional expressions that have become trite
11b. indicating satisfaction and pleasure in manner of acceptance
11c. avoiding egotistical attitude or vanity
(1) appearance
(2) position
(3) success in enterprises
(4) prominent friendships and connections

12. In maintaining a pleasing personal appearance
12a. dressing with proper regard for the occasion
1. with regard to one's type
2. with respect to one's position
12b. proper care of one's person
1. by neatness in details
(1) hair
(2) nails
(3) brushing and care of clothing
(4) care of shoes and hose

(5) absence of conspicuous fastenings
(6) care of teeth
(7) care of gloves and accessories
(8) proper use of cosmetics
2. observing rules of hygiene

12c. avoidance of objectionable mannerisms
12d. maintaining pleasant facial expression

13. In being sincere, honest, fair, and dependable in one's dealings with others

13a. recognizing differences in matters of opinion
13b. subordinating personal whims and vanities
13c. being habitually punctual
1. in religious duties
2. in business appointments
3. in social engagements
4. in domestic routine
5. in business obligations
(1) payment of bills
(2) payment of dues and subscriptions
(3) payment of taxes

13d. being habitually honest
1. in not exaggerating a situation
2. in not claiming as your own an act in which you were merely a participant
3. in not maintaining an appearance beyond your income
4. in keeping your word though at a loss to yourself
5. in not listening to private conversations
6. in not repeating unverified rumors
7. in not being curious about another's mail
8. in not looking into open doors
9. in being careful to do what you know is right
(1) when railway ticket is overlooked
(2) when package is delivered to wrong address
(3) when change or cash is too much
(4) when error in bill is in your favor
10. in being willing to admit a mistake
11. in being willing to say "I do not know"

13e. avoiding unnecessary flattery
1. in giving another person your commendation without "pawing"
2. in not making yourself a nuisance
3. in not making undue use of "pull"

13f. having the courage of one's convictions
1. in facing an issue squarely
2. in forming opinions after due consideration of facts in the case
3. In being able to express an opinion without arousing undue antagonism
4. in being able to hold one's opinion when it is attacked

14. In creating an atmosphere of cordiality and welcome in one's home
14a. by regard for social usages
(See I, A–B and II, A, 1–13)
14b. by refusing to estimate a person's worth in terms of wealth or fame
14c. by recognizing personal worth.

B. Ability to gain and maintain desirable friends
1. by using one's knowledge of accepted social forms
(See I, A–B)
2. by developing one's social qualities
(See I, A–B and II, A)
3. by duly regarding the convenience of others
a. by refraining from criticism
b. by being habitually sympathetic and kindly regarding their problems
4. by maintaining a willingness to contribute to a friendship
4a. by not accepting favors without return
1. in expressions of appreciation
2. in similar courtesies
4b. by being loyal to friends
1. recognition of particular capacities in them
2. ignoring less admirable qualities
3. expressing candid opinions when they are requested
4. avoiding officiousness
5. defending them against unjust criticism
6. sympathizing in success or in failure
7. giving expression to confidence in them
4c. by recognizing the admirable qualities in acquaintances and ignoring the less desirable
4d. by accepting and using criticism
1. maintaining a mind open to the value of critical opinion
2. being able to select the valuable elements in criticism
3. being able to make justifiable changes in one's conduct or opinion
4e. by proving one's self worthy of the confidence of one's friends
1. being punctual at appointments
2. being habitually honest and dependable
3. being broad-minded in matters of opinion

4. accepting criticism
5. being tolerant of differences
   1. in faith
   2. in racial characteristics
   3. in political affiliations
   4. in sectional or local attitudes or customs
6. being self-reliant.

III. ABILITY TO FOSTER UNITY OF DIVERSE INTERESTS AND TO ENCOURAGE A SENSE OF RESPONSIBILITY AMONG MEMBERS OF THE HOUSEHOLD AND HOME

A. Ability to consider one another's interests, pleasures, capacities, and convenience
   1. in offering assistance to them in their tasks
      1a. with willingness to follow their directions
      1b. avoiding unnecessary criticism or suggestions
      1c. completing work undertaken
   2. in speaking respectfully to other members of family
   3. in speaking respectfully of other members of family
   4. in expressing appreciation of them
      4a. with small acts of thoughtfulness
      4b. deliberately planning for their pleasure
      4c. giving words of commendation and praise
   5. including them in pleasures
      5a. attendance at public functions
      5b. meeting acquaintances and friends
      5c. entertainments in the home
      5d. including in conversations
   6. in manifesting an interest in each other's friends
   7. in respecting each other's private possessions
      (1) money
      (2) letters
      (3) clothes
      (4) books
      (5) stationery
      (6) toilet articles
   8. in avoiding curiosity in each other's affairs

B. Ability to recollect the common bonds of the family
   1. in expressions of love and affection
      1a. with actual expressions of praise, commendation, love, gratitude, appreciation, affection
         1. in words supported by real feeling

2. in small acts which give pleasure
3. in remembrance of dates important to individuals concerned
   (1) messages
   (2) greetings
   (3) gifts

1b. with consideration of them by telling them of your whereabouts
1. when you expect to be away from home
2. where it may be possible to reach you
3. when you expect to return

1c. by coming and going from home happily

1d. by greeting or saying a pleasant "Goodbye" to a member coming or going

1e. by bringing friends into the home

1f. by doing for one's self

1g. by avoidance of unnecessary disorder
1. putting away umbrellas, overshoes, wraps
2. keeping room tidy
3. folding newspaper after reading
4. replacing articles after they have been used
5. cleaning shoes before entering house

PART II

I

Formulation of the Survey Test

The second part of this study is concerned with the discovery of the extent to which various groups of people conform to accepted standards of social behavior. The procedure followed in the investigation of this matter may be divided into three steps: (1) the formulation of a survey test for measuring ability in respect to questions of social behavior; (2) the determination of standards of conduct in a selected number of social situations; and (3) the comparison of the responses of groups of unselected individuals to the survey test with the standards as determined by the responses of selected individuals. The first of these three steps is described in this chapter; the second and third steps are explained in the chapters immediately following.

The formulation of the survey test was a matter of selecting and arranging stimuli the response to which could be considered as an index of ability in social behavior. In this study ability is used in a broad sense that includes the knowledge needed in a situation, skill in applying that knowledge, and application of that knowledge so as to meet an approved standard. The last of these three implications suggests the attitude which prompts the proper use of knowledge. Skill and knowledge are more objective and are more easily measured than attitudes. However, if the opinion of a person in regard to a situation is a part of his attitude toward that situation, an expression of opinion by approval or disapproval may be considered an index of the person's attitude. Yet, there are limitations to the matter of including attitudes as an element in ability because of the uncertainty in regard to the actual functioning of knowledge of a situation in the behavior of an individual in that situation.[1] Nevertheless, the question of choice and arrangement of stimuli

[1] See pp. 77 for limitations of the test as a measure of attitudes.

for the survey test was a problem of selecting social situations and arranging them in such form that an individual taking the test would express approval or disapproval of the situation presented. The technique used by H. N. Hart in *A Test of Social Attitudes*[2] suggested a form of presenting situations and recording responses that could be adapted to a study of this kind.

In a monograph published by the University of Iowa, Hart reports an investigation for the purpose of developing an "instrument for measuring the socialization of various groups". This test formed a first step in testing several hypotheses in regard to the conditions under which a person's social interests develop. The method followed by Hart was to present to groups of individuals known to vary in degrees of socialization tests consisting of words, phrases, and sentences devised to provoke five types of reaction. In order that there should be some means of judging the reactions of persons whose social attitudes and interests were unknown, the investigator selected persons from his acquaintance, from members of the American Sociological Society, from the National Conference of Social Work, and from contributors to the *Survey* magazine to constitute a body for the nomination of judges. A circular letter was sent to the first two hundred persons appearing in the list of five hundred nominations. The responses of thirty-three persons answering the letter form the standard for judging the reactions of one hundred fifty-four subjects to whom the test was given later.

The adoption of the plan used by Hart resulted in the acceptance of a survey test as the method of securing a number of responses to social situations sufficiently large to permit a general statement regarding degree of conformity to standards of social behavior. The problem of devising such a test is similar to the problem of arranging a questionnaire[3] for survey purposes insomuch as each item included in the test must be concisely stated and so worded as to convey the same meaning

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[2] Hart, H. N.: *A Test of Social Attitudes:* University of Iowa Studies in Child Welfare, Vol. II, No. 4, 1923.

[3] Cox, P. W. L. et al., *An Outline of Methods of Research and Suggestions for the Use of High School Principals and Teachers*, Mimeographed by Edwards Brothers, 1926.

to each person making the test, the number of items included must be so limited that the desired information is secured at a minimum of time in answering, and the answers to the test must be made by means of check marks or insertion of as few words as possible.[4] In calling the plan of the investigation a survey test, the writer makes no claim to standardization, but prefers this designation because the work of securing responses was done personally—either by the writer herself or some person representing her. In this way whatever explanation was necessary for the successful marking of the test by the subject could be made by the examiner, at the time the test was marked. Thus the most serious objections to survey methods were invalidated. However, in formulating the test for the investigation the writer considered it necessary that the following conditions be satisfied:

1. That the social situation described in each item apply to people generally rather than to limited groups.
2. That the situation be presented in such a manner that the individual will give a response that can be considered as his expression of approval or disapproval of the conduct of a designated person.
3. That the wording of each item be so clear that no difference in interpretation is possible, yet the answer is not obvious.
4. That the total number of items should not be so great that the administration of the questionnaire becomes impractical.

A test was formulated which is designated as *A Study of Responses to Social Situations, Form I.*

A STUDY OF RESPONSES TO SOCIAL SITUATIONS: FORM I

Date..... Sex.....
Occupation..... Age.....

Read this list and notice how each item is marked.

1. Gaze at a person entering a room..... + ⊖
2. Join in religious worship..... ⊕ −
3. Read the sporting news..... + −
4. Read other people's letters..... + ⊖
5. See vulgar shows..... + ⊖

[4] Charters, W. W.: *Curriculum Construction*, Macmillan, 1923, pp. 133–136 for criticism of questionnaire as a method of investigation.

In the list that follows you are asked to use the same plan of marking each item.

1. Put a circle around the plus sign if you consider the item a desirable thing for you to do.
2. Put a circle around the minus sign if you consider the item a thing that you yourself would not do.
3. Do not mark it in either way if it is a matter to which you are indifferent.
4. Draw a line under any item about which you feel *strongly.*
5. Draw a double line under any item about which you feel *very strongly.*

PRACTICE MARKING THIS LIST

1. Offer a seat in a trolley to a woman and child..... + −
2. Take silver from a hotel as a souvenir..... + −
3. Smoke in a public dining room..... + −
4. Eat with a knife..... + −
5. Stand when the national anthem is played..... + −
6. Give name to the attendant in a doctor's office..... + −
7. Pay club dues when due..... + −

MARK THIS LIST IN THE SAME WAY

1. Talk about personal affairs to casual acquaintances..... + −
2. Tuck napkin under chin..... + −
3. Remove hat in elevator of office building (man)..... + −
4. Write letters on highly colored stationery..... + −
5. Turn down corner of page in borrowed book..... + −
6. Give unsolicited advice to people..... + −
7. Gossip about acquaintances..... + −
8. Listen to conversation not intended for you..... + −
9. Admire self-reliance in people..... + −
10. State opinions as if people had no right to disagree..... + −
11. Disregard traffic signal when there is no police on beat..... + −
12. Stare into an open door when passing..... + −
13. Show curiosity about other people's affairs..... + −
14. Express extravagant praise of a person..... + −
15. Begin an order for merchandise with "Enclosed please find".. + −
16. Offer gloved hand in greeting..... + −
17. Dress in a way that attracts attention..... + −
18. Leave spoon in cup..... + −
19. Force yourself into crowded elevator..... + −
20. Flick ashes on the floor..... + −

21. Eat candy in theatre or movies ..... + −
22. Emphasize the cost of your clothing ..... + −
23. Leave price tag attached to gift ..... + −
24. Answer telephone call by saying "Who is that?" ..... + −
25. Ask about the private affairs of a mere acquaintance ..... + −
26. Begin a letter "Dear Friend" ..... + −
27. Begin a letter of recommendation "To Whom It May Concern" + −
28. Omit a name of state when addressing an envelope ..... + −
29. Pick up acquaintances on a short trip ..... + −
30. Admire character of person whom you dislike personally ..... + −
31. Express sympathy for disappointment of friends ..... + −
32. Be asked for advice that is not regarded ..... + −
33. Make unexpected visits to your relatives ..... + −
34. Wear muddy overshoes into the house ..... + −
35. Tell your family where you are spending the evening ..... + −
36. Wear street clothes to a party ..... + −
37. Flatter people for personal gain ..... + −
38. Be willing to recognize an opponent's ability ..... + −
39. Fold a newspaper when you finish reading it ..... + −
40. Make an introduction by saying "Meet Mr. B" ..... + −
41. Carrying on conversation while group of friends is listening to radio program ..... + −
42. Express your delight in another's success ..... + −
43. Give conductor a ticket which he has overlooked ..... + −
44. Comment to friend about a characteristic of his which you admire ..... + −
45. Keep waiting a person with whom you have an appointment .. + −
46. Talk loudly in a public place ..... + −
47. Show appreciation of a friend's interest in your work ..... + −
48. Pay bills when due ..... + −
49. Make an effort to meet interesting people ..... + −
50. Remove hat indoors (men) ..... + −
51. Remain seated while women of a party stands ..... + −
52. Smoke cigarettes in restaurant ..... + −
53. Go unexpectedly to dinner at friend's home ..... + −
54. Thank clerk who delivers a purchase ..... + −
55. Say "Hello" in answering telephone call ..... + −
56. Use "Please" to a servant in giving an order ..... + −
57. Write endorsement lengthwise on the check ..... + −
58. Carry on prolonged conversation in public library ..... + −
59. Wear elaborate jewelry upon ordinary occasions ..... + −

60. Rustle program in theatre ..... + −
61. Stand sideways in an elevator ..... + −
62. Cut toast with a knife ..... + −
63. Chew gum in public ..... + −
64. Speak respectfully to elderly people ..... + −
65. Monopolize conversation ..... + −
66. Pass between two persons who are conversing ..... + −
67. Demand the repetition of a statement ..... + −
68. Eat soup from the end of a spoon ..... + −
69. Occupy an entire seat when the train is crowded ..... + −
70. Accept credit for the work done by some one else ..... + −
71. Refer to your own cleverness ..... + −
72. Claim friendship of influential friends on slight grounds ..... + −
73. Express frank opinion in confidential conversation ..... + −
74. Laugh at people who make mistakes ..... + −
75. Disregard your personal appearance ..... + −
76. Read aloud the captions in the movies ..... + −
77. Answer "Yep" to a person's question ..... + −
78. Return borrowed property without being reminded ..... + −
79. Delay writing a note after receiving a gift ..... + −
80. Intentionally imitate another person's mannerisms ..... + −
81. Be willing to say "I do not know" ..... + −
82. Grumble about your work ..... + −
83. Defend an absent friend from gossip ..... + −
84. Ask for service of Pullman porter during station stops ..... + −
85. Answer invitation in any way convenient ..... + −
86. Tip a bell boy ..... + −
87. Stop suddenly in the middle of a crowded sidewalk ..... + −
88. Offer seat in trolley to an elderly person ..... + −
89. Boast of your own accomplishments ..... + −
90. Accept small services without acknowledgment ..... + −
91. Conclude business letter "Yours cordially" ..... + −
92. Seal a letter of introduction ..... + −
93. Answer telephone by giving number ..... + −
94. Discuss affairs known to be unpleasant to other people ..... + −
95. Remain seated when a distinguished person enters ..... + −
96. Say "Excuse me" when leaving a room ..... + −
97. Scratch initials on markers of historic spots ..... + −
98. Break bread before buttering it ..... + −
99. Stare at strangers ..... + −
100. Leave theatre before the program is concluded ..... + −

101. Have evidence in support of your political opinions..... + −
102. Show indifference in regard to punctuality at meals..... + −
103. Answer inquiry as to who is speaking on telephone by saying, "This is Mr. D. speaking"..... + −
104. Congratulate an acquaintance upon his election to an important position..... + −
105. Face the door of an elevator after entering..... + −
106. Eat a lamb chop with your fingers..... + −
107. Speak of husband (or wife) as Mr. B (or Mrs. B)..... + −
108. Remain seated when the national flag passes a grandstand.... + −
109. Follow waiter to the table in a restaurant..... + −
110. Leave a function without thanking hostess..... + −
111. Follow elderly person down a stairway..... + −
112. Use fork in your left hand..... + −
113. Speak of father or mother as you do of brother your age..... + −
114. Refuse to transact business of minor importance with your doctor's assistant..... + −
115. Exclude a member of a group from a general conversation.... + −
116. Boldly contradict a statement with which you do not agree... + −
117. Talk during church service..... + −
118. Walk on the left side of an open roadway..... + −
119. Repeat confidential conversations..... + −
120. Express agreement with a person complimenting your work... + −
121. Prolong whispering in company..... + −
122. Drop an empty cigarette box on the street..... + −
123. Carry away the towels from a hotel room..... + −
124. Continue conversation in a Pullman after the berths are made + −
125. Live within your income..... + −
126. Tell your troubles to a casual acquaintance..... + −
127. Insist on telling the whole truth in any situation..... + −
128. Make personal comments about acquaintances..... + −
129. Exaggerate the account of a recent experience..... + −
130. Return courtesies to friends from whom you have accepted them..... + −

This test did not prove satisfactory because it did not meet the conditions mentioned, especially the third and fourth. It was rejected after criticism of it was made in the university seminar and after it was submitted to twenty-five individuals for comment. The consensus of opinion was that the answers were obvious. A second reason for rejection is shown in a

comparison of the topics covered by the items of the test with the topics having the greatest amount of consideration in the material used in the *Analysis of General Social Contacts*. *Personal Characteristics*, a topic occurring in Table I but not in Table II, is used most frequently in the test. However, this topic occurs in handbooks and in all types of information from business. The relations between *Hostess and Guest* were given considerable attention in both magazine articles and books as well as in handbooks, but there is only one item of the test covering the topic. *Table Manners* and *Traveling* receive the same amount of attention in the test. These topics are found in the sixth and seventh places of the list of sixteen items arranged with respect to frequency of occurrence. Yet these two topics occur in the first and second quartile of Tables I and II respectively. *Introductions* and *Invitations and Replies* occur in the upper quartiles of the tables, but are included only twice in the one hundred thirty items of the test. It should also be noted that these topics are found in the handbooks. *Personal Appearance* falls below the middle point in the table giving the frequency of occurrence in the test, although it was emphasized in the information from business firms as well as having an important place in all types of literature examined in the analysis. *Conversation* and *Miscellaneous Courtesies* have second place in the items of the test. *Conversation* falls in the third quartile of Tables I and II, but *Miscellaneous Courtesies* is such an inclusive term that there should be no attempt at comparison in this case.

Furthermore, it is the opinion of the writer that this form shows too much the influence of Hart's study, which has been previously mentioned as suggesting a technique for this investigation. The fact that almost one-fourth of the test—thirty of the one hundred thirty items—is devoted to personal traits and over one-half of the total number of items is covered by three topics—(1) personal traits, (2) miscellaneous courtesies, (3) conversation—supports this opinion.

Table VI is included to show this comparison of topics covered by items of the test with topics receiving important consideration in literature on social conduct.

TABLE VI

ITEMS OF FORM I CLASSIFIED ACCORDING TO TOPICS RECEIVING GREATEST EMPHASIS IN MATERIAL USED IN ANALYSIS OF GENERAL SOCIAL CONTACTS

The topics are ranked according to the frequency of occurrence in items of Form I of the survey test

1. Personal Characteristics	30
2. Miscellaneous Minor Courtesies	16
3. Conversation	16
4. Behavior in Public Places	14
5. Business Contacts	10
6. Table Manners	8
7. Traveling	8
8. Respect for Elders and Women	6
9. Correspondence	5
10. Personal Appearance	4
11. Consideration for Members of Family	4
12. Patriotic Duties	3
13. Introductions	2
14. Invitations and Replies	2
15. Hostess or Guest	1
16. Regard for Servants	1
Total Number of Items in Form I	130

The fact that the first form of the survey test was unsatisfactory both in form and in content suggested that sufficient recognition had not been made of the principles underlying courteous behavior. As a working basis it was decided to utilize situations that illustrated such fundamental conceptions as the following:

1. Respect for the individuality of others
2. Recognition of the necessity of adapting one's self to the plan of action of the group of which one is a part
3. Recognition of the comfort or convenience of others
4. Appreciation of the importance of expressions of gratitude or pleasure
5. Consideration of the value of reducing behavior at meals to definite form
6. Expression of pride in one's country
7. Respect for property—public or private.

Principle is used here to refer to the primary element in any situation. A principle is, therefore, general in application and is distinct from a rule which applies to a specific case. To illustrate the relation between these two terms: the principle of recognition of the rights of others is basic to rules for the regula-

tion of traffic. These seven principles are not presented here as the result of an exhaustive study through which all social situations might be reduced to basic principles of conduct. They are assumptions drawn from a review of the topics in Table I and from observation of the behavior of individuals and groups. They were used as a means of new approach to the problem of formulating the survey test.

When one refers to Table I, page 18, it will be seen that the twenty-five topics presented there may be included under the seven principles given above. For example, the recognition of the necessity of adapting one's self to the routine of which one is a part applies to such questions as adjustment to the situations one meets in traveling, conformity to the requirements of chaperonage or of expressions of bereavement existing among groups, and the small acts that go into the give and take of life frequently described as sportsmanship. The recognition of the individuality of other persons is brought to one's attention in matters of respect to elderly people or in deference to a distinguished person. Is it not also a question that should be considered in making easy the relations with persons holding less conspicuous positions, such as servants or, perhaps, children? The sixth principle receives little consideration in the literature on social conduct and its inclusion was the result of experiences of the investigator in a school where the children were either of foreign birth or of immediate foreign ancestry. In two years' time the writer never once heard the *Star Spangled Banner* sung or saw any mark of respect paid the flag of the United States.

As stated previously, these seven principles were selected as a working plan and are based upon observations of the investigator. However, the situations selected in accordance with this plan are checked by comparison with more objective material in Table VII, page 65. This procedure suggests further study of the principles of conduct that may be taught through a program of social training. Furthermore, it was stated that the analysis included in Chapter II furnished the situations for the survey test.[5] In comparing the items of the test with the sub-

[5] See pp. 27 and 29.

divisions of the analysis it should be recalled that a situation may be listed under a number of headings; that is, the same simple act may occur in a number of cases. For example, the act of being punctual is mentioned sixteen times under a total of eight subheads, as follows:

1. in church
2. in public gatherings
3. in keeping business appointments
4. at meals
5. in attending social functions
6. in arriving for a visit (as house guest)
7. in being habitually punctual
   a. business obligations
      (1) payment of bills
      (2) payment of dues
      (3) payment of taxes
   b. religious duties
   c. business appointments
   d. social engagements
   e. domestic routine
8. appointments with friends.

Which situation occurring in the analysis is to be selected for the test? The same question arose in connection with each item. The decision was made on the following bases:[6]

1. That the situation be one that could be presented in such a way that the responses of the person marking the test indicated approval or disapproval of the action of a designated person.
2. That the situation be one that could be described in a way that admitted no difference in interpretation by persons taking the test
3. That the situation be one that applies to people generally rather than to selected groups
4. That the situation be one that could be described in a brief statement.

A second survey test, as finally developed, reduced a number of items to fifty and put each item in the form of a description

[6] See p. 52.

of the social conduct of a designated person. The answer, then, was an expression of approval or disapproval of the conduct of this person. The method of answering is that used by Hart, placing a circle around a minus sign to indicate disapproval and a circle around a plus sign to indicate approval. In order to obtain some indication of the extent of one's like or dislike of a situation, the person answering was asked to underline any item about which he felt strongly.

In revising and giving final form to the survey test, the criticisms of the students of the seminar in Elementary Education and the Faculty Committee appointed to direct the research were invaluable. In addition to these comments were included the reactions of fifty individuals who provided a preliminary test in the revision. This preliminary work was for the purpose of rearranging the material so that the wording of the items in Form II should be, as far as possible, unequivocal and that the directions for marking should be clearly understood.

The survey test in its final form follows. For the purpose of distinguishing between the two tests, the terms *Form I* and *Form II* have been used. Therefore, the full title of the second test is *A Study of Responses to Social Situations, Form II.*

A STUDY OF RESPONSES TO SOCIAL SITUATIONS: FORM II

Read the following and notice how each item is marked.
Then read the explanations that follow.

1. Dr. Stone is receiving many letters since his recent appointment. ⊕
   His *friends* are congratulating him.....
2. The *two girls* sitting behind us at the theatre were continually ⊖
   talking during the performance.....

Draw a circle around the minus sign if you think that you should not have done the same thing as the person or persons indicated by the *italics.*

Draw a circle around the plus sign if you approve of the way the person acted.

If the situation is one about which you feel strongly, put a line under your answer.

You are asked to mark fifty items in this way.

PRACTICE MARKING THIS LIST

1. *Harry* rushed into the room, slamming the door behind him..... + −
2. *He* rose during the last number of the concert program, and crowded past those who were still sitting..... + −
3. Entering the restaurant, *we* followed the waiter to a seat..... + −

MARK THESE ITEMS IN THE SAME WAY

1. *Ann* borrowed a book to read over the weekend. She turned the corners of the page in order to mark the place where she had been reading..... + −
2. "I see you have an interesting letter in your mail this morning, Miss Smith," said *Miss Brown*..... + −
3. Yesterday was *Elizabeth's* birthday. Today *she* is busy writing notes to her friends acknowledging their remembrances... + −
4. "Thank you," *she* said, as *she* took the parcel from the clerk... + −
5. On the hotel register *he* had written "Mr. A. J. Toms."..... + −
6. "Repeat that," *he* said, when he failed to understand me..... + −
7. *He* had not sealed the letter. It was a letter of introduction to an old acquaintance of his..... + −
8. The *stenographer* in my friend's office is always dressed as if *she* were going out for the evening..... + −
9. *Lillian* is continually telling the other girls how much *she* has spent for her clothes..... + −
10. When *Jane* interrupted my conversation with her mother, *she* said, "Pardon me, Mother."..... + −
11. We said "Goodbye" to our friends. *Edwin* was wearing his gloves when *he* shook hands..... + −
12. I have a letter from *Jane* this morning. *She* often uses pink stationery..... + −
13. As *they* left the party they thanked Mrs. Long, our hostess, for the evening's entertainment..... + −
14. *They* were interested in hearing an account of the failure of the National Trust Company, but *they* talked about the football game instead because John was in the room. His uncle had misappropriated some of the company's funds..... + −
15. Perhaps *Mary* does not like the other girls on the team. *She* makes unpleasant comments about them..... + −
16. *She* did not conceal her smile when the tall, awkward boy came into the room..... + −

17. We had been commenting on the remarkable success of the campaign. "Oh, yes," said *Mr. Allen*, "my schemes are always successful." ..... + −
18. *John* and his mother were shopping together. *He* always removed his hat when he entered an elevator..... + −
19. *Tom* had a pullman towel in his bag when he returned from his vacation..... + −
20. *Two girls* sat in front of us at the theatre last night. *They* ate candy during the performance..... + −
21. The stores were filled with Christmas shoppers. *Somebody* crowded past a long line of people waiting for the elevator in order to get into the first car going down..... + −
22. On our way to the office *Susan* tells me about the disputes in Jean's family. Susan and Jean are very intimate friends. + −
23. "Open the window, please, Mary," *Mrs. Smith* said to the maid. + −
24. "Will you bring your book, *Herbert?*" she said, "Yes, Miss Smith," the *boy* answered..... −
25. When *John* drank his cup of cocoa, his spoon was in the cup... + −
26. *James* buttered the whole roll and began eating it..... + −
27. *She* wished to make an appointment with the dentist; *she* transacted the business with his office attendant..... + −
28. When I answered the telephone, *the person* at the other end asked, "Who is that?"..... + −
29. The matinee began at 2:30. *We* made our plans to arrive a few minutes before this time..... + −
30. *Mary* walked down the stairway ahead of her mother..... + −
31. The *girl* in front of us at the movies read the captions to her friend..... + −
32. "This is my friend, John Thompson, Mother," *Bill* said when he introduced his friend to her..... + −
33. *Tom* folds the paper and leaves it on the table when *he* has finished reading it..... + −
34. *She* had left the price mark on the bottom of the beautiful bowl which she sent to her friend..... + −
35. *Mary* unfolded her napkin and placed it across her lap at the beginning of the meal..... + −
36. When the office girl asked for *Mr. Blank* on the telephone, *he* answered, "This is Mr. Blank speaking."..... + −
37. *She* sat tapping the round of my chair with *her* feet..... + −
38. *John* stared into the office as he passed the open door..... + −
39. *He* eats soup from the side of the spoon ..... + −

40. *Mrs. Smith* thinks she knows exactly what I should do at any time and *she* tells me so..... + −
41. Although *he* had just taken a seat in the trolley, *he* rose and offered it to the woman and child who entered later..... + −
42. *She* moved her wraps from the seat when *she* saw how crowded the train was..... + −
43. *James Best* introduced his friend by saying, "Meet Mr. Steel".. + −
44. "Good morning," *he* said and lifted his hat as *he* passed Mrs. Lee. + −
45. The *entire party* rose when the distinguished visitor entered the room..... + −
46. *She* had endorsed the check across the perforated end..... + −
47. *We* stood silently while the band played the STAR SPANGLED BANNER..... + −
48. The letter which *he* wrote acknowledging the order was closed with "Yours very truly"..... + −
49. *She* often meets her friends in the public library and stops to chat with them there..... + −
50. *The party* at the next table talked quite loudly. We overheard the entire conversation..... + −

Date..... Sex.....

Occupation.....

Place a check (x) beside the interval in which your age occurs.

14–19	30–39
21–25	40–49
26–29	50 or over 51

A comparison of the items of *Form II* of the survey test with the situations occurring in the *Analysis of General Social Contacts* may be expected to indicate the value of the test as a survey instrument. Such a comparison is given in Table VII where the items of the test and the situations in the analysis are grouped under the topics emphasized in literature on social conduct.

TABLE VII

COMPARISON OF THE ITEMS OF *A Study of Responses to Social Situations Form II*, WITH THE SITUATIONS MENTIONED IN *An Analysis of General Social Contacts*

GENERAL TOPICS EMPHASIZED IN LITERATURE ON SOCIAL CONDUCT	NO. OF ITEMS IN FORM II	NO. OF SITUATIONS IN ANALYSIS	PERCENTAGE OF TOTALS SITUATION IN ANALYSIS
1. Miscellaneous Courtesies	9	43	8.02%
2. Behavior in Public Places	6	50	9.34
3. Business Contacts	5	37	6.91
4. Respect for Elders and Women	5	25	4.67
5. Pereonal Characteristics	4	43	8.02
6. Conversation	4	28	5.21
7. Table Manners	4	58	10.84
8. Introductions	3	26	4.86
9. Traveling	2	30	5.6
10. Correspondence	2	40	7.49
11. Hostess or Guest	2	38	7.12
12. Personal Appearance	1	37	6.91
13. Consideration for Family	1	30	5.6
14. Patriotic Courtesies	1	6	1.12
15. Regard for Servants	1	17	3.17
16. Invitations and Replies	0	(15)	(2.83)
Total	50	508	94.88

The figures in parentheses apply to *Invitations and Replies*, a topic that does not occur in the test.

This table reads as follows: nine items of Form II are included under the topic *Miscellaneous Courtesies;* forty-three situations of the analysis are included under the same topic, and 8.02 per cent of the total number of situations of the analysis fall under this heading.

The total number of situations used in determining these percentages is 535. This total does not include the major headings or the finer divisions giving the examples listed under a situation; for example, the listing of athletic events under the situation of arriving promptly at athletic contests. This condition accounts, in part, for the fact that the percentage column does not total 100. It should also be noted that the 2.83 per cent belonging to *Invitations and Replies* is not included in the total and that the percentages are given in the nearest hundredth.

In making this table the same general topics are used that were given in the discussion of the material included in literature on social conduct.[7] Here the topic *Miscellaneous Courtesies* included such problems as the prompt acknowledgment of gifts

[7] See pp. 20–27.

(Item 3)[8], care of borrowed property (Item 1)[9], and removing the price mark from a gift (Item 34).[10] The personal opinion which enters into such a classification of items of the test affects the number and items appearing under each topic. For example, the matter of leaving the price on a gift might also have been included as a *Personal Characteristic*—ostentation. Under this classification are questions of boasting about one's achievements (Item 17)[11] and officiousness in giving advice (Item 40).[12] The point which calls for special comment is the fact that no item under the heading of *Invitations and Replies* occurs in the test. This omission resulted from the necessity of reducing each item to a brief statement.[13] The length of an invitation or a reply, therefore, eliminated this topic. The conditions determining the inclusion of an item in the test also operate in situations involving questions of conduct at meals. In this case all situations in the test are matters of correct use of table equipment rather than a description of table service. To have included an item covering the serving of a meal would have been to include a situation that applied to a more limited group of people insomuch as it would have applied to women rather than to men.

These questions—the inclusion of situations that can be described in brief statements and the inclusion of situations that are general in application—exist as far as the particular items of the test are concerned. However, the real value of a comparison of the items of the test with the situations given in the *Analysis* is found in the fact that 94.88 per cent of all situations occurring in the *Analysis* are covered by the test as a whole. Because of this fact and because of the change in the manner of wording each item of the test so that the items present a descrip-

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[8] Item No. 3 reads: Yesterday was Elizabeth's birthday. Today *she* is busy writing notes to her friends acknowledging their remembrances.

[9] Item No. 1: Ann borrowed a book to read over the week-end. *She* turned the corners of the page in order to mark the place where she had been reading.

[10] Item No. 34: *She* had left the price mark on the bottom of the beautiful bowl which she sent her friend.

[11] Item No. 17: We had been commenting upon the remarkable success of the campaign. "Oh, yes," said *Mr. Allen*, "my schemes are always successful."

[12] Item No. 40: *Mrs. Smith* thinks she knows exactly what I should do at any time and she tells me so.

[13] See pp. 52 and 63.

tion of the conduct of a third person,[14] the writer felt justified in assuming that *Form II* of *A Study of Responses to Social Situations* met the conditions necessary for a survey instrument in measuring the ability to conform to accepted forms of conduct.[15]

SUMMARY: The second part of this study of general social contacts was a survey of the ability of persons in meeting socially approved standards. The first step in making this survey was the derivation of a survey instrument based upon the preliminary study of social contacts. The survey test was adopted as the method by which the desired information might be secured. It was deemed essential that this test be so constructed that responses to it would indicate the opinion (approval or disapproval) of the person answering it. The first form of the test (*A Study of Responses to Social Situations, Form I*) was unsatisfactory because it did not meet the following conditions:

1. That the test should include situations representative in character
2. That each situation be presented in a brief statement clearly and unequivocally worded
3. That the total number of items or situations be such that a minimum of time would be required for marking
4. That there should be provided an objective method of marking.

The work on a second form of the test proceeded upon the assumption that there were possibly seven principles involved in all types of social conduct and that situations illustrating these principles were presented in *An Analysis of General Social Contacts*. Accordingly, *A Study of Responses to Social Situations, Form II*, was developed and was accepted as fulfilling the requirements necessary for a survey instrument.

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[14] See conditions given on p. 60.

[15] See discussion of questions involved in the formulation of a survey instrument pp. 52–61.

II

The Determination of Standards of Social Conduct

The formulation of the survey test discussed in the preceding chapter completed the first step in the second part of this investigation. The second step in the survey of the ability of persons to conform to approved standards was to determine the form of behavior which is considered acceptable. The need of standards against which to measure the responses of numerous individuals in regard to social conduct is vital because the conditions of American life have brought changes in conventionalities. Therefore, the adaptation of these formalities to new conditions should be the present basis for measuring acceptable social conduct rather than the older prescribed formalities. These adaptations may be called conventions.[1]

In determining the standards of conduct to be used in this survey it was decided to use the preponderant judgment of a number of selected individuals. Referring again to the study by Hart,[2] it may be noted that his determination of an individual's or a group's degree of socialization is a comparison of reactions with the reactions of a selected group of judges. Bagley's comment upon Wooter's study of the relative importance of dates justifies the method of submitting material to specialists in the field of history.[3] Thorndike used the opinions of judges in the classification of handwriting samples;[4] Jessup and Coffman based the study of elimination of subject matter in arithmetic upon the judgments of superintendents.[5] The idea, then, of having some standard of judgment was not new with Hart, though his selection of judges proceeded in a different manner.[6]

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[1] Briggs adopts Sumner's term *mores*. See Briggs T. H.: *Curriculum Problems*, Chapter III, Macmillan, 1926.

[2] Hart's selection of judges is described, pp. 10–16, *op. cit.*

[3] (a) Wooters, J. E.: *Fourteenth Year Book, N. S. S. E.* 1914, part I, pp. 139–141. (b) Bagley's comment is given in the same volume, p. 144.

[4] Derivation of Thorndike Handwriting Scale is described in *Teachers College Record*, XI, No. 2, March, 1910.

[5] Jessup, W. A.: "Economy of Time in Arithmetic", *N. E. A. Proceedings and Addresses*, 1914, pp. 209–222.

[6] (a) Criticism of methods of research is made by Charters in *Curriculum Construction*, pp. 123–136. (b) Detailed description of Hart's study is made by Freeman in *Mental Tests*, pp. 210–213.

Because of the conditions described in the first paragraph of this chapter, those persons whose opinions are to form the standard, as the term is used in this study, must be individuals having sufficiently numerous or broad contacts to reflect these changes in social conventions in their responses to the situations of the test. In the selection of persons who would be able to meet this condition the following criteria were used:

1. That those selected should represent a variety of occupations so that no vocational group should predominate
2. That the occupations represented should be such as are to a considerable extent dependent upon personal contact for success, or that the breadth of experience within the vocation should be sufficiently extensive to indicate numerous contacts
3. That the individuals selected should show interest in other fields than their own vocations, or that the range of experience within the vocation should be sufficiently extensive to indicate numerous contacts.
4. That the selections should not be confined to residence in any one section of the country
5. That a wide range of ages should be included.

The following table gives a distribution of the occupations and ages of the one hundred persons who were selected for the purpose of securing the information on social conduct which form the standard used in this study. A detailed account of the qualifications of each person of this group is included in *Appendix B, No. I.*

The distribution with respect to age of these one hundred persons presents a curve approximating the normal distribution of 7, 24, 38, 24, and 7 per cent of the cases as given by Rugg in Diagram 35 of *Statistical Methods Applied to Education.*[7] What seems to be a skewness of the curve toward the older ages is explained by the fact that the ten measure interval in these cases is twice the interval in the younger groups.

In respect to the fourth point in the criteria used for the selection of persons for judges of social behaviour Table IX, page 71 gives the geographical distribution of these individuals.

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[7] Rugg, H. O.: *Statistical Methods Applied to Education*, Houghton, Mifflin Co., 1917.

TABLE VIII

DISTRIBUTION ACCORDING TO SEX, AGE, AND OCCUPATION OF ONE HUNDRED PERSONS INCLUDED IN THE GROUP SELECTED FOR THE DETERMINATION OF STANDARDS

OCCUPATION	SEX									
	MALE					FEMALE				
AGE	20–24	25–29	30–36	40–49	50–	20–24	25–29	30–39	40–49	50–
Insurance		1		1	1					
Engineer		1	2							
Lawyer		1	2	1						
Prop. Laundry			1							
Ed. and Publisher			1	1						
Supt. Schools			1	2						
Jeweler					1					
Mgr. Retail Firm			2		1					
Scout Executive			1							
Banker				1						
Public Utilities			1							
Ry. Official			1							
Clergyman				1	2					
Architect				1						
Tobacconist	1									
Army Officer			1							
Real Estate			2							
Biologist			1							
Chemist		1								
Manufacturer			1	3						
Druggist			1	1						
Shoe Buyer			1							
Florist				1						
Librarian			1						1	
Dentist			2				1	1		
Sup. Principal			1					1		1
Grad. Student	1				1	1				
Physician				1	1					1
Artist				1			1			
Teacher		1	2					2		
Musician				1	1		1	1		
College Instr.			2		1	1				1
Milliner								1		1
Clubwoman								2		2
Social Worker								1		
Housewife						1		1		
Dietitian								2		
Secretary							2	2		
Actress						1				
Super. Elem. Grades								1	1	
Trained Nurse						1	1	1		
Registrar						1				
Physical Director							1			
Mgr. Womans Club								1		
Prop. Tea Room								1		
Dean of Women								1		
Male	2	5	27	17	8	6	8	19	2	6
Female	6	8	19	2	6					
Total	8	13	46	19	14					
					100					

TABLE IX

GEOGRAPHICAL DISTRIBUTION OF PERSONS INCLUDED IN THE GROUP SELECTED FOR THE DETERMINATION OF STANDARDS OF CONDUCT

Pacific Coast and Mountain States	8
Middle Western States	13
South Western States	13
New England States	11
Middle Atlantic States	22
Southern States	28
South Central States	5

The writer's explanation of the fact that the Middle Atlantic and the Southern States furnished forty-seven of the persons in this group of judges is that the research was done during residence in these two sections. In all other cases the responses of the persons included in the group were secured by a representative of the writer who knew the purpose of the investigation and who returned the personal data given in the detailed description of the qualifications of the group selected for the determination of standards of social behavior.

After the test was submitted to the group of one hundred persons, the next step in the determination of standards of conduct was tabulating the responses of these persons. This group was composed of individuals who were considered as having sufficiently varied experience to be able to indicate the accepted form of response to the situations included in the test. The following table gives the form of answer and indicates whether the individuals expressed indifference to the situation by omitting it or emphasized the opinion by underlining or checking the answer.[8]

These results are more clearly understood if they are expressed in terms of per cent of agreement and grouped accordingly. The fact that one hundred persons were included in the group makes a discussion on the basis of percentages a convenient way of handling the data. Percentage of agreement is, therefore, the per cent of the one hundred persons answering each item of the test in the same way—either by positive or by negative answer.

Table X, page 72, gives the items of the test grouped in this

[8] In the tables the term "checking" is used.

TABLE X

TOTAL RESPONSES OF GROUP SELECTED FOR THE DETERMINATION OF STANDARDS OF SOCIAL CONDUCT
The Form and Nature of Responses to Each Item of the Survey Test Are Shown

ITEM BY NO.	POSITIVE ANSWER	NEGATIVE ANSWER	TIMES CHECKED	TIMES OMITTED	ITEM BY NO.	POSITIVE ANSWER	NEGATIVE ANSWER	TIMES CHECKED	TIMES OMITTED
1	0	100	10	0	26	2	98	2	0
2	1	98	2	1	27	91	6	1	3
3	98	1	2	1	28	10	90	5	0
4	95	4	4	1	29	95	4	1	1
5	8	92	1	0	30	22	78	1	0
6	16	83	0	1	31	4	96	17	0
7	81	17	1	2	32	48	51	2	1
8	3	97	5	0	33	91	8	2	1
9	0	100	6	0	34	2	97	8	1
10	71	29	2	0	35	81	14	0	5
11	3	97	0	0	36	81	16	0	3
12	7	90	5	3	37	0	100	3	0
13	93	6	0	1	38	3	96	3	1
14	99	1	3	0	39	87	12	4	1
15	0	98	8	2	40	1	98	5	1
16	1	98	3	1	41	97	3	7	0
17	0	100	9	0	42	97	3	4	0
18	95	4	2	1	43	14	82	3	4
19	1	99	9	0	44	96	4	1	0
20	9	88	6	3	45	95	4	1	1
21	1	99	9	0	46	74	26	1	0
22	1	99	7	0	47	97	1	7	2
23	91	7	2	2	48	71	26	2	3
24	89	8	1	3	49	5	94	9	1
25	0	99	9	1	50	1	98	5	1

This table should be read in the following manner: One hundred persons answered Item I negatively, ten persons checked or underscored their answers, and no one omitted this item.

manner and includes the number of cases of agreement occurring within each interval or group.

TABLE XI

ITEMS OF THE TEST GROUPED ACCORDING TO PERCENTAGE OF AGREEMENT AMONG ONE HUNDRED PERSONS SELECTED FOR DETERMINATION OF STANDARDS OF SOCIAL CONDUCT

PERCENTAGE OF AGREEMENT	NUMBER OF ITEM IN SURVEY TEST	TOTAL
95–100%	1, 2, 3, 4, 8, 9, 11, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 29, 31, 34, 37, 38, 40, 41, 42, 44, 45, 47, 50	29
90–94%	5, 12, 13, 23, 27, 28, 33, 49	8
85–89%	20, 24, 39	3
80–84%	6, 7, 35, 36, 43	5
75–79%	30	1
70–74%	10, 46, 48	3
Less than 70%	32	1
Total number of Items in Test		50

This table shows that twenty-four of the fifty items of the test have a per cent of agreement between 96 per cent and 100 per cent; that is, the one hundred persons expressed an almost unanimous opinion in regard to the correct behavior in twenty-nine of the situations described in the test. There were eight items upon which the agreement was between 90 and 94 per cent; three items between 85 and 89 per cent agreement; five between 80 and 84 per cent; and one between 75 and 79 per cent. Only four items fall below 75 per cent agreement. These are Items 10, 32, 46, and 48.

If these four items which show a low percentage of agreement are considered separately, there may be some explanation as to why they present such a variety of opinion. For example, in No. 10[9] there is the question of the necessity of the interruption.

[9] Item No. 10: When *Jane* interrupted my conversation with her mother, she said, "Pardon me, Mother."

If the necessity is granted, the question is whether the remark should be addressed to the mother or to the guest. Another cause for difference of opinion lies in the fact that the term "Pardon me" is infrequent in some selections. This statement is based upon observation and experience of the investigator. In Item No. 32[10] the position of the word "Mother" at the end of the sentence does not carry the force as indicating the person to whom the statement is addressed as does the same word at the beginning. The difficulty with Item No. 46[11] appears to be in the word "perforated". Either stub end would have conveyed the meaning intended or the social significance of the item is not understood. The inclusion of this situation was questioned by the members of the seminar, but it was retained after consultation with a bank official who stated that it was a source of continual annoyance in the matter of handling checks to find the endorsement incorrectly placed. When the form of the statement was questioned, it was discovered that only in the use of a voucher system could there by any confusion as to the meaning of the "perforated end". During the investigation the writer was convinced that the use of checking accounts is not general among some occupational groups. On this basis the social value of the item may be questioned. The fourth of the items showing a low percentage of agreement is No. 48.[12] The criticism of this item is directed to the manner in which the conclusion of a business letter is described; however, it was retained in the present form after it was decided that the difference in the conclusion of business and friendly letters was emphasized by the statement. Item No. 30[13] is the only item showing an agreement between 75 and 79 per cent. No explanation is offered for the difference of opinion in No. 30 except the two possible constructions:

1. whether the child expresses deference to an older person by following down the stairway, or,

[10] Item No. 32: "This is my friend, John Thompson, Mother," *Bill* said when *he* introduced his friend to her.

[11] Item No. 46: *She* had endorsed the check across the perforated end.

[12] Item No. 48: The letter which *he* wrote acknowledging the order was closed with "Yours very truly".

[13] Item No. 30: *Mary* walked down the stairway ahead of her mother.

2. whether the child considers the comfort of the older person by passing first and allowing his elder the freedom of the stairway.

Eight items show agreement between 80 and 89 per cent. Of these items, Nos. 6, 7, 35, 36, and 43, are between 80 and 84 per cent; and items, Nos. 20, 24, and 39, are between 85 and 89 per cent. In the case of No. 6,[14] it is a matter of whether a person marking the test interprets the statement as a command or a request. Nos. 7[15] and 43[16] are concerned with introductions. In the first of these there is no explanation offered for the difference in regard to how a letter of introduction to a friend should be handled; in the latter there is given a form of introduction which is often heard. The fact that this item was omitted four times and checked negatively as many times is slight evidence for saying that there are as many persons who are indifferent to it as there are persons who object strongly to the use of the form. It is entirely an assumption to say that if there had been a larger proportion of older people among the group there would have been more negative responses to No. 24.[17] In this situation the addition of the name of the person addressed is expected to carry the deference of the older forms Ma'am and Sir. The situation described in No. 39[18] is one of simple procedure in table manners. As stated previously these explanations are matters of opinion.

Thus far only the positive and negative responses have been considered. There are two other matters to be considered. The first lies in the request to underline the response to any situation about which a person feels strongly made possible another type of answer. This additional method of marking was included upon the assumption that there were items of the test about which some people might have very decided feelings. The second problem in respect to the marking of the test arose from the fact that some items were omitted by persons taking

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[14] Item No. 6: "Repeat that", *he* said when he failed to understand me.
[15] Item No. 7: *He* had not sealed the letter. It was a letter of introduction to an old acquaintance of his.
[16] Item No. 43: *James Best* introduced his friend by saying, "Meet Mr. Steel."
[17] Item No. 24: "Will you bring your book, *Herbert?*" she said, "Yes, Miss Smith," *the boy* answered.
[18] Item No. 39: *He* eats soup from the side of the spoon.

the test. Wherever an omission occurred there were two possible interpretations:

1. it might be that a person was indifferent to the situation described, or,
2. it might be that the situation is one in which a person is ignorant of the accepted behavior included.

The facts included in Table X where the responses of the selected group are given do not indicate which of the two interpretations is correct. An examination of the data presented there shows that twenty items were not omitted by any of the one hundred persons of the selected group and that eighteen items were omitted only once. Six items were omitted three times; one item was omitted four times. However, the greatest number of times any one item was omitted was five; that is, five of the one hundred persons omitted this particular item. A similar examination of the results of the request to underline any item about which a person feels strongly reveals the fact that only one item was underlined or checked by more than ten per cent of the persons of the selected group. Five items were not underlined by any one; nine were underlined only once; and nine were underlined twice. Thus approximately half the test—23 items—were not given this additional mark in as much as three per cent of the cases; that is, three out of the one hundred persons of the selected group.

A comparison of the separate items shows no relation between the possible interpretation of an omission as an expression of indifference and the emphasis placed upon an item by underlining the response. If such relation existed the items which were underlined the greatest number of times would have been omitted the least. This condition exists in the case of Item No. 31, which was underlined or checked 17 times and not omitted, and in the case of No. 10, which was checked 10 times but was not omitted. However, the reverse is true in regard to No. 35, which was not underlined but was omitted more than any other item.

The information obtainable in respect to these two phases of making the test (omissions and underlining) is inadequate for a consideration of relative emphasis upon any of the situations of the test. Therefore no further attention is given to the matter of omission or underlining of items.

It should be mentioned in this connection that the definition of ability given on page 50 included not only knowledge and skill but also attitude. Therefore, the failure of the phase of the marking of the test that was directed toward the measurement of the feeling aspect of an individual's conduct limits the results of the survey to the knowledge of social conventions.

The next problem to be considered is the agreement among the judges themselves upon the separate items of the test. After the responses of persons selected for the purpose of determining the accepted form of behavior had been tabulated, there was a range of agreement from less than 70 per cent[19] to 100 per cent. The items having a low percentage of agreement are excluded from further discussion as being points in social behavior upon which opinion is not sufficiently uniform to be able to determine the accepted form on this basis. It is, therefore, necessary to select some percentage of agreement and eliminate all items falling below this accepted degree of uniformity. A similar method was followed in the placing of specimens in the Thorndike Handwriting Scale. In this case the percentage of agreement was 73, with an allowance for a variation of 6 per cent in the next higher rank and 11 per cent in the next lower rank. The nature of the response—either positive or negative—would not permit this allowance for variation; therefore the standard of 75 per cent agreement was taken. Hillegas in adapting Thorndike's technique for the derivation of a scale for the measurement of composition determined the position of each specimen by giving it the value attached to it by exactly 75 per cent of the judges.[20] Using 75 per cent allows the grouping in intervals of five steps and also permits the use of quartiles and the fractional term of ¾ as an indication of predominant opinion. Accepting 75 per cent agreement among the one hundred persons selected for the derivation of standards of social conduct as necessary for inclusion of any item in the study of responses of unselected persons eliminates any further consideration of Nos. 10, 32, 46, and 48. How-

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[19] Item No. 32 has 48 positive answers, 51 negative answers, and 1 omission.

[20] (a) Derivation of Hillegas Scale for Measuring Composition, *Teachers College Record*, Vol. XIII, No. 4, pp. 1–55. (b) Thorndike—see p. 68, note 4.

ever, these items are retained in the test to prevent confusion resulting from a change of numbers.

SUMMARY: In order to determine standards of conduct to be used in the investigation the survey test was submitted to one hundred persons who were accepted as having sufficiently wide experience to be familar with accepted forms of behavior and also to reflect the adaptations of social formalities to present-day conditions. The persons of this selected group ranged in ages from twenty-one to over fifty years; they represented forty-six occupations; and they gave as place of residence seven geographical divisions of the United States. The tabulation of the responses of these individuals showed that four items of the test lacked the 75 per cent agreement considered necessary for determination of standards of behavior. These four items were retained as far as the test itself is concerned, but they are eliminated from further discussion of results. The information in regard to the attitude of persons to separate items of the test was deemed inadequate for a consideration of underlining (or checking) as an additional method of marking the test. The test results are therefore a measure of knowledge and skill in respect to social conventions rather than attitude toward questions of social conduct.

III

Results of the Survey

The third step in the problem of discovering the extent to which the experiences of life furnish the training necessary for developing the ability to meet social situations as measured by conformity to standards of conduct was the matter of securing responses to questions on social behavior from a large number of individuals. In order to compare these responses with the responses of the group selected for the derivation of standards of social conduct, the same test was used.

The securing of the responses used in this study was a matter of personal work by the writer or by some person representing her. In every case the representative was informed about the purpose of the test and the method of recording responses. The first method of attack was to obtain the assistance of persons who had fairly large groups working under their supervision. This cooperation was secured through personal application to managers and superintendents. A few examples may be cited. The writer was given permission to ask the responses from members of retail organizations by visiting the lunch-rooms at the noon hour. In another case the employment manager of the telephone company gave the test to a number of the operators of the company. The secretary of a railroad Y. M. C. A. secured many answers from men in the employ of the railroads entering an important city. The manager of a taxicab company and the manager of a street railway system contributed to the transportation group. The difficulty of reaching persons engaged in agricultural pursuits was solved through the help of the students in summer school courses conducted by the writer. The number obtained in this way was supplemented by responses from individuals who were visited and who were personally requested to fill out the form. The writer had the aid of two cafeteria managers, a hotel steward, and the personal interest of friends in getting answers from waiters, cooks, and servants. Visits to barber shops and beauty parlors reached other persons included

in the group occupations designated as domestic and personal service. The industrial groups were reached through community workers in manufacturing towns, through foremen of construction companies, and through owners of plants employing mechanics. Letters and personal requests procured responses from the occupations included in the professional group. Public service occupations were reached through the aid of fire chiefs and police captains. The kindness of a postmaster accounted for several postal employees. The student responses were returned by two teachers, one supervising principal, and one superintendent. Because of this fact, these student responses represent four different communities east of the Mississippi.

In order to present the material obtained from 1100 persons answering the test, it was necessary to group the individuals according to some acceptable form. The data had been collected through vocational channels; therefore a grouping by occupations as classified by the Federal Census was adopted. However, to facilitate the handling of the tests and classifying the individuals, Allen's *Guide to the Study of Occupations*[1] was used. This text follows the federal grouping and includes under each group the most common occupations of the class. It was, therefore, for the purpose of this study a handbook which simplified the procedure of placing individuals in the proper classification.

Four questions arose in this part of the study. The first of these comes from the fact that there were no returns from persons engaged in the extraction of minerals; the second question is concerned with the proper placing of high school and college students; the third is the proper classification of women engaged in agricultural pursuits; and the fourth involves the classification of returns mentioning housekeeper or housewife as occupation. According to the instructions issued to persons taking the census, women engaged in household duties are reported as having no occupation unless the work is done outside the home for wages. In order to eliminate such individuals from

[1] Allen, F. J.: *A Guide to the Study of Occupations*, Harvard University Press, 1921.

the group of domestic and personal service, all persons whose status was uncertain are included in the miscellaneous group. In some cases it happened that a woman was managing a household and at the same time doing college or graduate work. A similar adjustment was necessary with a number of replies from men students, because they reported their occupation followed before coming to college or the occupations to which they were devoting time outside of college work. The census instructions also specify the return of "no occupation" for women who raise poultry or grow fruit for pleasure rather than through necessity of earning a livelihood. Nevertheless, such persons are included in Group I (Agricultural Pursuits) because the occupation indicates residence in rural communities. The four questions were solved by adhering to the classification of the census but adjusting the plan by omitting one occupational group and including two groups of students. For this reason the numerals used in designating the occupational groups of this study do not correspond to the designation of the census; nevertheless, individuals are classified according to the plan of the census except in the cases mentioned. The younger students—high school as compared with college—were separated from the miscellaneous group because they represent a lower age level and, therefore, a more limited experience or training. In regard to these adjustments of the federal census classification it should be noted that Counts[2] found similar difficulties. He added "Home Service" to the number of occupations to provide for women who were not wage earners and he separated his class of artisan-proprietors on a basis of preponderance of function.

A second method of classifying the individuals whose responses are considered in the survey was by age groups. This grouping by ages may be expected to reveal information not obtainable through the occupational classification. The plan followed in the age groups classification is a five-measure interval in the lower age groups and a ten-measure interval in the older groups.

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[2] Counts, G. S.: *The Selective Character of American Secondary Education*, University of Chicago, 1922.

In the latter case the assumption is made that persons of these groups—30–39, 40–49, and over 50 grew up during approximately the same stage in the change of social conventions, and reflect the adjustment to modern conditions in proportion to the number and extent of their contacts with the younger groups. In recording the responses the sex of the individual was noted so that this subdivision is found in tables and charts showing the results of the test among the occupational and age group classifications.

The distribution by occupation, age, and sex of the total of 1100 persons who answered the test used in this survey is given in Table XII.

TABLE XII

DISTRIBUTION ACCORDING TO AGE, SEX, AND OCCUPATION OF 1100 PERSONS ANSWERING THE SURVEY TEST

OCCUPATION	AGE, GROUP AND SEX												TOTAL
	10–14		15–19		20–24		25–29		30–39		40–49		50–		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
I			1	1	6	8	19	5	15	4	7	1	2	1	68
II			1	5	1	7	5	16	7	23		18	3	9	95
III					14		12		21		8		6		61
IV			1	29	7	17	18	14	23	6	9	2	5		131
V					8	2	10		20	3	11	1	10		65
VI				12	18	16	23	17	19	17	16	4	8	2	152
VII			6	7	10	4	16	4	41	7	19	5	9	2	130
VIII			8	9	10	16	10	8	11	8	9	1	3		93
IX	50	17	20	76											163
X			12	58	28	35	6	3							142
Total..	50	17	49	197	102	105	119	65	157	68	79	32	46	14	1100

This table reads as follows: one male person between the ages of fifteen and nineteen was included in Occupation 1.

Roman numerals are used to indicate the Occupations included in the survey:

I. Agricultural Pursuits
II. Domestic and Personal Service
III. Transportation
IV. Trade
V. Public Service
VI. Professional Service
VII. Industrial Pursuits
VIII. Clerical Occupations
IX. High School Students
X. Miscellaneous

Detailed classification of these occupational groups is included in *Appendix C, No. 1.*

The difficulty of using the census classification has been mentioned previously. The difficulty of securing the same proportions of persons engaged in specified occupations or of a designated age level is indicated by a comparison of the percentage of total population in each vocation as given in the census and the percentage of each vocational group included in this study. The problem of securing an adequate number of responses to the test has been mentioned previously.[3]

TABLE XIII

COMPARISON OF PERCENTAGES OF PERSONS ENGAGED IN VARIOUS OCCUPATIONS AS GIVEN IN FEDERAL CENSUS WITH THE PERCENTAGES OF INDIVIDUALS IN SAME OCCUPATIONS INCLUDED IN THIS SURVEY

OCCUPATION	CENSUS	PERCENTAGE IN SURVEY
I. Agriculture	26.3	6.2
II. Domestic Service	8.2	8.6
III. Transportation	7.4	5.5
IV. Trade	10.2	11.9
V. Public Service	1.9	5.9
VI. Professional	5.2	13.8
VII. Industrials	30.8	11.8
VIII. Clericals	7.5	8.45
IX. High School Students		14.8
X. Miscellaneous		13.
Total	97.5	95.95

Table XIII gives the comparison between the occupational percentages of the census and the percentages included in this study. This table shows that 26.3 per cent of the total population are engaged in agricultural pursuits. Only 6.2 per cent of the persons included in this study belong to the agricultural group. This group of persons was especially difficult to reach because the responses from them were secured by personal solicitation from each individual. The discrepancies between the census percentage and the survey percentage are most noticeable in this group and in that of public service. In the latter case the survey includes a larger proportion of individuals engaged in public service—either through state or federal

[3] See pp. 79–80.

government—than exists in the total population. There are responses from a large number of professional persons and a relatively small number of industrials (Manufacturing and Mechanical Trades). The latter group were rather suspicious of any one presenting the survey test. From the experience of the writer in securing these responses, the individuals evidently disliked being asked about the matter of social behavior.

A similar comparison of the age groups shows that the greatest deficiency lies in the older groups. Table XIV gives a comparison of the percentages of the total population included in the various age groups of the census and the age groups represented in this study.

TABLE XIV

COMPARISON OF PERCENTAGES OF INDIVIDUALS INCLUDED IN THE VARIOUS AGE GROUPS OF THE FEDERAL CENSUS WITH THE PERCENTAGES OF PERSONS OF THE SAME AGE GROUPS REPRESENTED IN THE SURVEY

AGE GROUP	CENSUS PERCENTAGE	SURVEY PERCENTAGE
10–14	10.1	6.3
15–19	8.9	22.3
20–24	8.8	18.8
25–29	8.6	16.7
30–34	7.6	
35–39	7.4	
Total 30–39	15	20.4
40–44	6	
45–49	5.5	
Total 40–49	11.5	10.
50–89	15.3	5.4

This comparison shows that there are relatively few responses from young persons and from persons over fifty years of age. A large proportion of the responses are from individuals from fifteen to twenty-nine—57.8 per cent of the 1100 cases are between these ages. There is no explanation offered except that the inclusion of this large proportion of younger people indicates that these were most readily reached through the methods of collecting responses used in the survey.

In considering the responses in comparison with the standards of conduct as determined by the selected group, the percentage basis will be used. In this way the degree of agreement is

measured by the percentage of persons in each group who answer each item in the same manner that it is answered by the group for the derivation of standards. For example, Item No. 1[4] was answered negatively by the selected group; therefore Occupational Group I has a percentage of agreement of 98 among the females because 98 of the individuals of this group answered this item negatively.

Table XV gives the frequency distribution of percentages of agreement in 46 items of the test for which standards of conduct were determined. The percentage of agreement with the standards for the sexes in each group are included and also the average of the total for each group.[5]

The data include the responses of 1100 persons classified according to occupational groups and sex. The averages show a tendency among the female groups to a higher degree of conformity, a higher percentage of agreement. In Occupational Groups IV (Trade) and VII (Industrial Pursuits) there is a higher average among the masculine members of the groups. The first of these is the trade group; the second is the industrial group. In the latter case the women and girls included in the survey are mill operatives. An explanation may be made upon the assumption that the social activities engaged in by these individuals are more limited than the activities of the men of the same group, who represent seventeen different occupations. Among trade occupations the women are more restricted in their fields of work than men. Here again the greater number of the female individuals included are salesgirls or telephone operators —both of which are confined to a particular portion of the work of the firm. Yet, these two classes are receiving special attention by managers and executives interested in the business value of courtesy. The highest averages occur in Occupational Group VI (Professional) and Group X (Miscellaneous). In the latter case the individuals have a relatively high educational level because approximately sixty per cent (59.2 per cent) of the number included in the Miscellaneous group are either college

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[4] Item No. 1: *Ann* borrowed a book to read over the week-end. She turned the corners of the page in order to mark the place where she had been reading.

[5] Percentages for each item for all groups in *Appendix C, No. 2.*

or graduate students. The remainder consists of persons whose occupations are not known or women who are housekeepers but who are not receiving wages for their services. In the case of the professional group there is a high educational level plus a wide range of contacts. There is, however, no study that adequately determines the educational level of the various occupations such as has been suggested in connection with the Professional and Miscellaneous groups of this study. In arranging the material for the survey this question was not anticipated and, therefore, no supplementary data of this nature was requested.

Yet there are two exceptions to the statement that no information is available in regard to the educational level of the various groups because two classes of students are included in the occupational groups. These are high school students and college students. The lowest average percentage of agreement (82.9 per cent) among all groups occurs among the high school students. In considering this low position of the high school group it should be recalled that the survey test is based upon an analysis of adult activities and that the standards were determined by the responses of mature persons. It is suggested, therefore, that similar procedure be followed in a study of the activities of younger persons for the purpose of discovering the social situations in youthful experiences and of learning how nearly these individuals meet the social requirements of their own fields of activity.

The same data in regard to the agreement with standards among occupational groups which is contained in Table XV, page 87, is also presented in graph form in Chart I, page 88. The only change made is in the matter of grouping all frequencies below 75 per cent.

Turning to a study of the results of the survey as recorded by age groups, we find an increase in average percentage of agreement[6] as we pass from the younger to the older age groups. The data included in Table XVI, page 89, shows the frequency distribution of percentages of agreement on the forty-six items of the test by 1100 persons classified according to sex and age groups.

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[6] The average percentage of agreement is the proportion of the group answering in the same manner as the group selected for the derivation of standards.

TABLE XV

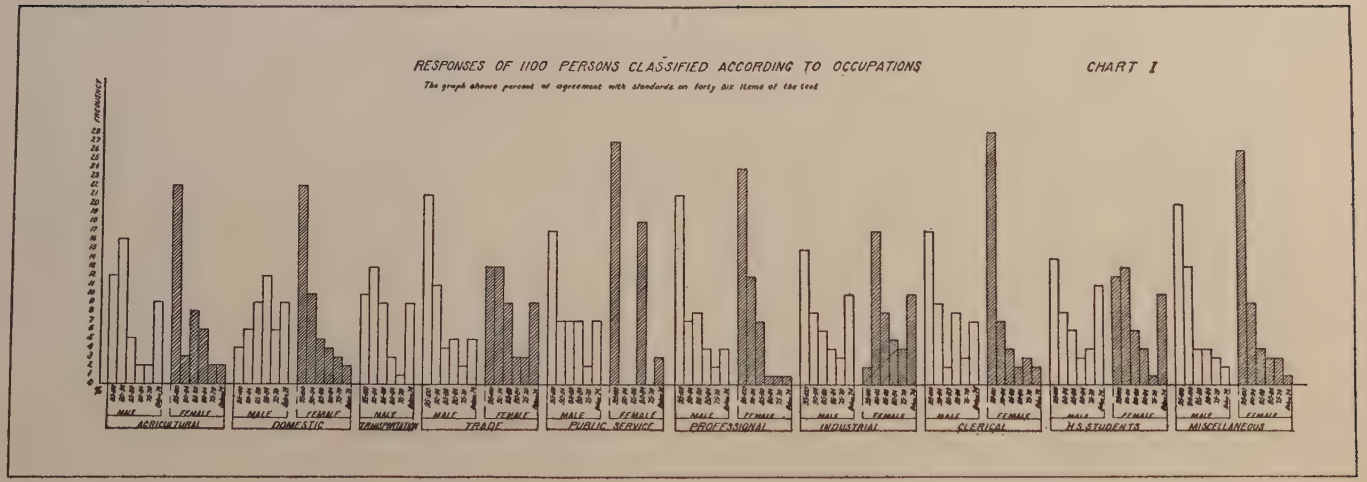
FREQUENCY DISTRIBUTION OF PERCENTAGES OF AGREEMENT ON 46 ITEMS OF THE TEST
The data include the responses of 1100 persons classified according to occupational groups and sex

PERCENTAGE OF AGREEMENT	OCCUPATIONAL GROUPS									
	I	II	III	IV	V	VI	VII	VIII	IX	X
	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F
95–100	12 22	4 22	10	20 12	16 26	21 24	15 2	17 28	14 12	20 26
90–94	16 4	6 10	15	10 12	7 0	7 12	6 17	9 7	8 13	13 9
85–89	5 8	9 5	9	4 8	7 0	8 7	6 8	2 4	6 6	4 4
80–84	2 6	12 4	3	5 3	7 17	4 1	4 5	8 2	3 4	4 3
75–79	2 3	6 3	2	2 3	2 0	2 1	3 4	3 3	4 1	3 3
70–74	4 3	1 0	5	3 1	3 0	2 1	2 2	3 1	0 1	0 1
65–69	1 0	0 1	2	2 3	2 3	1 0	1 2	1 0	1 3	0 0
60–64	2 0	2 1	1	0 0	2 0	0 0	2 0	0 1	0 0	2 0
55–59	1 0	3 0	0	0 1	0 0	1 0	2 3	1 0	1 2	0 0
50–54	1 0	2 0	1	0 2	0 0	0 0	2 0	1 0	5 1	0 0
45–49	0 0	1 0	0	0 1	0 0	0 0	1 0	1 0	1 3	0 0
40–44	0 0	0 0	0	0 0	0 0	0 0	0 2	0 0	2 0	0 0
35–39	0 0	0 0	0	0 0	0 0	0 0	0 1	0 0	0 0	0 0
30–34	0 0	0 0	0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
25–29	0 0	0 0	0	0 0	0 0	0 0	0 0	0 0	1 0	0 0
Average Male	36.96 ±11.89	80.65 ±12.8	86.53 ±9.02	90.11 ±9.01	87.6 ±10.29	90.22 ±9.3	84.7 ±12.7	86.96 ±12.5	81.2 ±19	91.1 ±8.57
Average Female	90.45 ±8.11	91.31 ±8.35		85.17 ±13.3	90 ±9.25	93.37 ±5.65	81.85 ±14.9	89.35 ±10.45	84.6 ±15.6	92.85 ±6.79
Average of Group	88.7	85.98	86.53	87.5	88.8	91.79	83.26	88.16	82.9	91.97

Roman numerals indicate occupational groups given in Table XIII

I. Agricultural Pursuits
II. Domestic and Personal
III. Transportation
IV. Trade
V. Public Service
VI. Professional Service
VII. Industrial Pursuits
VIII. Clerical Occupations
IX. High School Students
X. Miscellaneous Group

CHART I



THE CHART IS A GRAPHIC PRESENTATION OF DATA GIVEN IN TABLE XV, PAGE 87

TABLE XVI

FREQUENCY DISTRIBUTION AND AVERAGES OF PERCENTAGES OF AGREEMENT ON 46 ITEMS OF THE TEST

The data include the responses of 1100 persons classified according to age groups and sex

PERCENTAGE OF AGREEMENT	AGE GROUPS AND SEX													
	10–14		15–19		20–24		25–29		30–39		40–49		Over 50	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
95–100	18	8	16	15	15	16	15	18	8	25	15	22	21	18
90–94	8	10	8	15	11	9	9	10	13	7	9	14	7	14
85–89	3	10	6	8	8	11	8	7	9	6	7	2	5	7
80–84	2	4	3	1	4	3	4	5	5	3	6	5	6	1
75–79	2	3	2	3	3	4	4	4	4	3	2	1	1	2
70–74	2	4	5	1	3	2	1	0	2	1	2	2	4	2
65–69	1	2	2	1	1	0	2	2	1	0	3	0	1	0
60–64	0	0	2	2	0	0	1	0	1	1	1	0	0	2
55–59	0	0	0	1	0	1	2	0	2	0	1	0	1	0
50–54	5	2	1	0	0	0	0	0	1	0	0	0	0	0
45–49	1	2	1	0	0	0	0	0	0	0	0	0	0	0
40–44	0	1	0	1	0	0	0	0	0	0	0	0	0	0
35–39	2	0	0	0	0	0	0	0	0	0	0	0	0	0
30–34	2	0	0	0	1	0	0	0	0	0	0	0	0	0
Average Male	81.31 ±20.9		85.87 ±13.1		88.27 ±11.6		87.4 ±11.1		85.5 ±11.3		87.5 ±10.6		89.5 ±19.9	
Average Female	82.83 ±14.6		87.94 ±12.2		89.46 ±8.65		90.22 ±8.1		91.85 ±8.1		92.39 ±6.7		90.66 ±8.8	
Average Group	82.07		86.9		88.86		88.81		88.67		89.94		90.08	

The averages in this table are determined by the formula:

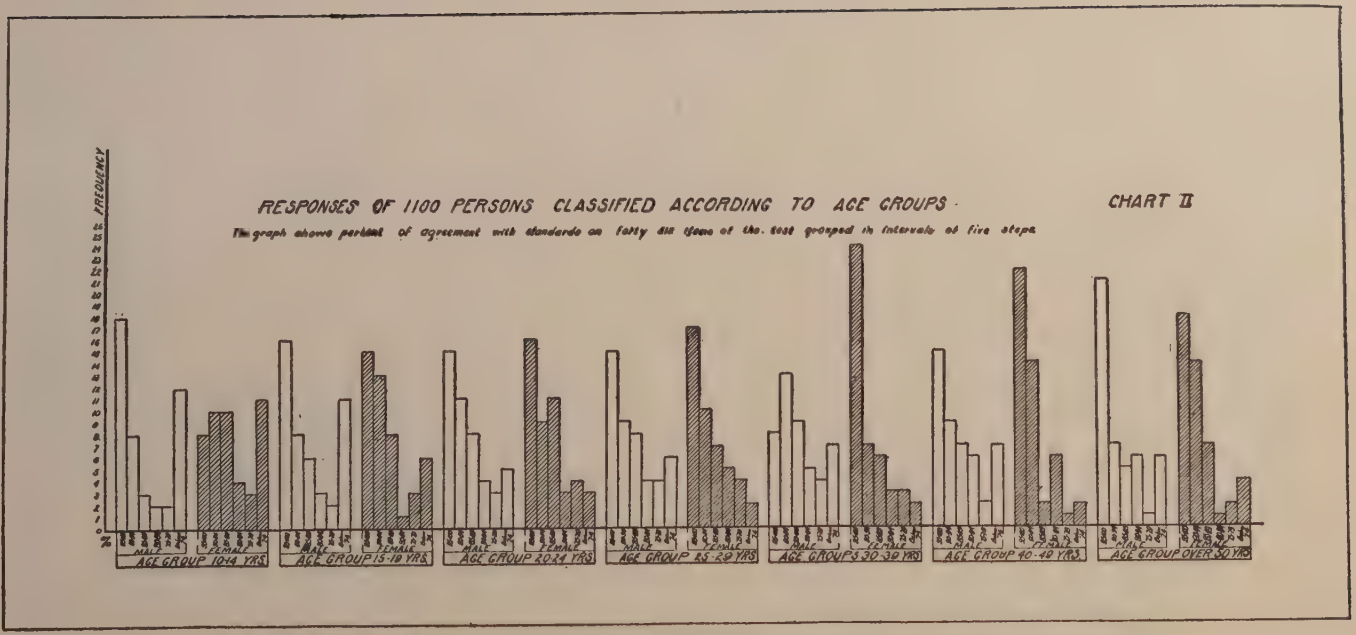
M = Estimated Mean + the Summation of fd x the interval

The averages for the sexes in each group are followed by the standard deviations.

This table reads as follows: The tabulations showed that eighteen items of the test had between 95–100 per cent agreement among the masculine persons between the ages of ten and fourteen years.

Here again the women of the groups have a higher percentage of agreement with the standards than the men. Furthermore, the women show smaller deviations from the average than do the men. A possible explanation of this may lie in the fact that conditions have forced women to conform to standards set by the

CHART II


RESPONSES OF 1100 PERSONS CLASSIFIED ACCORDING TO AGE GROUPS
CHART II
The graph shows percent of agreement with standards on forty six items of the test grouped in intervals of five steps
FREQUENCY
MALE
FEMALE
AGE GROUP 10-14 YRS.
AGE GROUP 15-19 YRS.
AGE GROUP 20-24 YRS.
AGE GROUP 25-29 YRS.
AGE GROUP 30-39 YRS.
AGE GROUP 40-49 YRS.
AGE GROUP OVER 50 YRS.

THIS CHART IS A GRAPHIC PRESENTATION OF THE DATA GIVEN IN TABLE XVI, PAGE 89

group or to bear the censure of the group. This comparison of the responses of the two sexes and increase in percentage of agreement is more clearly shown in the graph of Chart II, page 90. This chart presents the data given in Table XVI, page 89; the only change is in the grouping of all percentages below 75.

According to the data contained in Table XV and Table XVI no group shows a marked deficiency in ability to meet social situations as determined by average percentage of agreement to items of the survey test. However, among the age groups the youngest (10–14) has the lowest average percentage of agreement (82.07 per cent) and also the widest range (31 per cent–100 per cent). The oldest age groups have the highest percentages of agreement and the shortest ranges. The women of the 40–49 group have the highest average and also the shortest range (73 per cent–100 per cent). The group over 50 has the highest average for both sexes (90.08 per cent) and the total range (56 per cent–100 per cent)—only one point lower than the total range of the 40–49 group (57 per cent–100 per cent).

These facts suggest an examination of the percentages of agreement of specific items of the test. Since all agreements over 75 per cent are considered an indication of ability to meet the situation described in an item, this part of the study will be devoted to the items which fall below 75 per cent. Table XVII, page 92, gives the distribution according to occupational groups, and sexes of items showing less than 75 per cent agreement. The frequency of occurrence of each item is also included.

Group IX (High School Students) has the greatest number of items below 75 per cent. The total number of items below 75 per cent is 21; the next highest total occurs in Group VII (Industrials). In the latter group there are 20 deficiencies—percentages below 75. These are the two groups that had the lowest average percentage of agreement. In regard to the items, No. 7[8] and No. 27[9] have a frequency of 15; that is, out

[7] Percentages of agreement for each item of the test for all groups included in this table are given in *Appendix C, No. 3.*

[8] Item No. 7: *He* had not sealed the letter. It was a letter of introduction to an old acquaintance of his.

[9] Item No. 27: *She* wished to make an appointment with the dentist; *she* transacted the business with his office attendant.

TABLE XVII

DISTRIBUTION OF ITEMS OF THE TEST ON WHICH THERE WAS LESS THAN 75% AGREEMENT
Data include responses from 1100 individuals. Table shows occupation and sex in which each case occurs

	OCCUPATIONAL GROUPS																								
	I		II		III		IV		V		VI		VII		VIII		IX		X		FREQUENCY
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Items														2							1
	5	5			5			5					5		5		5	5			8
of	6	6			6		6		6		6		6	6			6	6			10
	7		7	7	7		7	7	7		7		7	7	7		7	7	7	7	15
the					12		12	12	12	12			12	12	12		12	12			9
					14			14					14	14			14	14			6
Test																	16				1
															18						1
by											20		20				20	20			4
										24											1
Number	27	27	27		27		27	27	27	27			27	27	27	27	27	27	27		15
	28													28							2
	30		30					30	30		30										5
			33		33							33	33				33	33			6
	36				36									36							3
	39		39						39				39	39	39		39	39			8
			40																		1
			42																		1
	43		43	43	43		43	43	43				43	43	43	43	43	43		43	14
			47																		1
								49		49											2
Total.....	9	3	9	2	9		5	8	7	3	4	1	10	10	7	2	11	10	2	2	
	12		11		9		13		10		5		20		9		21		4		

This table reads as follows: the males of Occupation I show a percentage of agreement less than 75 on nine items of the test—Nos. 5, 6, 7, 27, 28, 30, 36, 39, and 43.

Roman numerals indicate occupational groups given in Table XVIII

I. Agricultural Pursuits
II. Domestic and Personal Service
III. Transportation
IV. Trade
VI. Professional Service
VII. Industrial Pursuits
VIII. Clerical Occupations
IX. High School Students

TABLE XVIII

DISTRIBUTION OF ITEMS OF THE TEST ON WHICH THERE WAS LESS THAN 75% AGREEMENT WITH STANDARDS

This data include responses from 1100 persons
Table shows sex and age group in which each case occurs

Items of Test by Number	AGE GROUPS												FREQUENCY OF OCCURRENCE
	10–14		15–19		20–24		25–29		30–39		40–49		Over 50		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	2														1
	5	5	5	5					5						5
	6	6	6	6	6		6		6	6	6		6		10
	7	7	7	7	7	7	7	7	7		7		7		11
			8												1
	12	12	12	12			12		12						6
	14	14												14	3
	16	16													2
	17														1
														18	1
	20	20	20								20				4
		21													1
		23													1
	27		27	27			27		27		27	27	27		8
		28													1
					30							30	30	30	4
	33		33			33									3
			36						36		36				3
	39		39		39		39				39		39		6
	43	43	43	43	43	43	43	43	43	43	43		43	43	13
Total.	13	11	11	6	5	3	6	2	7	2	7	2	6	4	
Total for Group	24		17		8		8		9		9		10		

of the possible 19 cases there are 15 deficiencies. Item No. 43[10] has a frequency of 14; No. 6[11] has a frequency of 10; and No. 12[12] has 9. The age group classification shows a high number of deficiencies on the same items. Table XVIII gives the distribu-

[10] Item No. 43: *James Best* introduced his friend by saying, "Meet Mr. Steel."

[11] Item No. 6: "Repeat that", *he* said when he failed to understand me.

[12] Item No. 12: I have a letter from *Jane* this morning. *She* often uses pink stationery.

tion according to age groups and sex of items having less than 75 per cent agreement.

The total number of deficiencies is greatest in the two youngest groups, the 10–14 group having 24 and the 15–19 group, 17. The third highest total occurs in the group over 50 though there are only eight items as against 16 items in the 10–14 group. Item No. 43[10] has the highest number of frequencies—13. No.[8] 7 follows with 11, and No. 6[11] with 10. If the information contained in Table XVII and Table XVIII is combined so as to show the total frequency of items showing deficiency, the types of social behavior may be revealed. Table XIX shows this collection of this information from the two classifications in one table.

TABLE XIX

ITEMS OF THE TEST ARRANGED ACCORDING TO THE TOTAL NUMBER OF TIMES EACH SHOWS LESS THAN 75% AGREEMENT AMONG OCCUPATIONAL GROUPS AND AGE GROUPS

NUMBER OF TIMES LESS THAN 75%	OCCUPATIONAL GROUPS	AGE GROUPS
	Items by Number	Items by Number
15	7, 27	
13	43	43
11		7
10	6	6
9	12	
8	5, 39	27
6	14, 33	12, 39
5	30	
4	20	(5), 20, 30
3	36	14, 33, 36
2	28, (49)	16
1	2, 16, 18 (24), (40), (42), (47)	2, 18, 28 (23), (18), (17), (8), (21)

Numbers enclosed in brackets are those items that have less than 75% agreement in only one of the large groups.

This table reads as follows: No. 7 and No. 27 show a percentage of agreement less than 75 in fifteen cases.

If the information given in Table XIX is arranged so as to show the relative deficiency by an index derived from averaging the total number of times each item falls below 75 per cent in the

two major groups, we have the following results. For example, Item No. 7 has 15 deficiencies among the Occupational Groups and 11 among the Age Groups. The total is 26 and the average for the two groups is 13—that is, the relative deficiency is 13.

TABLE XX

ARRANGEMENT OF ITEMS ACCORDING TO THE RELATIVE AMOUNT OF DEFICIENCY

ITEMS BY NUMBER	INDEX OF DEFICIENCY
7	13
43	13
27	11.5
6	10
12	7.5
39	7
5	6
14	4.5
33	4.5
30	4.5
20	4
36	3
28	1.5
16	1.5
18	1
42	.5
40	.5
47	.5
49	.5
23	.5
21	.5
17	.5
8	.5
24	.5

This table shows that Items No. 43[10] and No. 7[8] have the same relative deficiency. At the lower end of the distribution are found those items which occur only once in Table XIX. In studying the six items which fall in the upper quartile, we find three of them that are situations directly concerning other persons, two that are personal traits directly concerning others, and one a matter of facilitating business. The two highest ranking items are those that describe introductions. The question of the manner of stating a request ranks next. The details of one's behavior at table is included in personal traits indirectly involving others, yet it might have been considered as directly concerning others. Within the second quartile there are four items falling under the head of direct relations with others. These are Nos.

14, 33, 20, and 30. No. 14[13] is a situation in which the topic of conversation is unpleasant to a member of the company; No. 33[14] and No. 20[15] are concerned with the comfort of other persons in the home or in a public place; and No. 30[16] is a matter of showing respect for an older person. In the third quartile there are two items in which other persons are directly concerned—No. 16[18] and No. 18.[17] The first of these is a matter of overlooking an individual's awkwardness, and the second is a boy's removing his hat in a public vehicle when accompanying his mother. The crowded conditions of city life are producing changes in the way in which a boy expresses deference for his parent. We are not so much concerned here with the question of the change but with the principle of conduct underlying the act. In the third division there is one item dealing with the facilitation of business, that of giving the necessary information in answering a telephone call. Nine items have only one deficiency. These may be under the three headings already mentioned and one additional heading, patriotic courtesy. Four of the nine items having one deficiency come under the first heading: direct relations with others. These are No. 49[19], regarding the use of a public library; No. 42[20], regarding the use of a public conveyance; No. 23[21] requesting the services of a servant; and No. 24[22], using the name in addressing an older person. Three

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[13] Item No. 14: *They* were interested in hearing an account of the failure of the National Trust Company, but *they* talked about the football game instead because John was in the room. His uncle had misappropriated some of the company's funds.

[14] Item No. 33: *Tom* folds the paper and leaves it on the table when *he* has finished reading it.

[15] Item No. 20: *Two girls* sat in front of us at the theatre last night. *They* ate candy during the performance.

[16] Item No. 30: *Mary* walked down the stairway ahead of her mother.

[17] Item No. 16: *She* did not conceal her smile when the tall, awkward boy came into the room.

[18] Item No. 18: *John* and his mother were shopping together. *He* always removed his hat when *he* entered an elevator.

[19] Item No. 49: *She* often meets her friends in the public library and stops to chat with them there.

[20] Item No. 42: *She* moved her wraps from the seat when she saw how crowded the train was.

[21] Item No. 23: "Open the window, please, Mary," *Mrs. Smith* said to the maid.

[22] Item No. 24: "Will you bring your book, *Herbert?*" she said. "Yes, Miss Smith," *the boy* answered.

items come under personal traits indirectly affecting others; No. 40[23], giving advice unasked; No. 8[24], dressing appropriately; No. 17[25], boasting of one's achievements. No. 21[26], which is the facilitation of business by taking one's turn in line, falls below 75 per cent agreement in only one case. Standing for the national anthem, No. 47[27], forms a separate division, patriotic courtesy. The single deficiency in regard to this item occurred among male domestic servants. There is no data regarding the nationality of this group.

From the foregoing discussion of the items having a percentage of agreement below 75, deficiency in social ability as measured by the test used in this survey may fall under one of four principles[28] of conduct as derived from the primary element in the situation. First and most conspicuous among the items showing deficiencies was the question of recognizing the comfort or convenience of another person or persons, as in the case of noticing a person's awkwardness, No. 16[17]. This principle was noted in the definitions of formality and convention quoted from books on etiquette.[29] The second principle is the elimination of objectionable personal traits such as boasting, No. 17[25] and officiousness, No. 40[23]. The third principle is recognition of the necessity of adapting one's self to the routine of business in such matters as waiting one's turn in line, No. 21[26]. The fourth principle is the expression of pride in one's country by conforming to the methods of showing respect for the national anthem. There is a question as to how many principles of conduct there are and it appears that study in regard to the underlying elements of behavior in social situations might well be made.

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[23] Item No. 40: *Mrs. Smith* thinks she knows exactly what I should do at any time and she tells me so.

[24] Item No. 8: The *stenographer* in my friend's office is always dressed as if she were going out for the evening.

[25] Item No. 17: We had been commenting on the remarkable success of the campaign. "Oh, yes," said *Mr. Allen*, "my schemes are always successful."

[26] Item No. 21: The stores were filled with Christmas shoppers. *Somebody* crowded past a long line of people waiting for the elevator in order to get into the first car going down.

[27] Item No. 47: *We* stood silently while the band played THE STAR SPANGLED BANNER.

[28] See p. 58 for definition of principle.

[29] See Part I, p. 15.

SUMMARY: Through the cooperation of persons dealing with large groups of people and through the personal assistance of students, teachers and numerous individuals, responses to the survey test were secured from 1100 persons. These responses were recorded by occupational groups and by age groups. In both classifications sex of the individual is given as a subdivision.

The comparison of the responses of these individuals with the standards of behavior derived from the responses of the selected group was made on the basis of percentage of agreement. The professional and miscellaneous groups showed the highest averages in the occupational classification. The younger students and the industrial workers had the lowest averages. No group showed an average lower than 80 per cent agreement. When the age group averages are considered, there appears a tendency to higher averages and smaller deviation in the older groups. The lowest average agreement in either age group or occupational classification was 81.85 per cent. A study of the items showing less than 75 per cent agreement among the various groups shows that deficiency in social conduct, as it is measured in this study, occurred in one of four general principles of behavior in the following order of importance:

1. Recognition of the comfort or convenience of another person
2. Elimination of objectionable personal traits
3. Adaptation of one's self to routine of business
4. Expression of pride in one's country.

IV

Summary of Investigation and Suggested Problems

THE PROBLEM: This investigation undertook to discover the extent to which groups of unselected individuals acquire through the experiences of life the ability to conform to approved standards of social behavior.

SUMMARY OF INVESTIGATION: This study was made in two parts: (1) an analysis of the situations which occur in one's contacts with other human beings, and (2) a survey of the ability of groups of unselected persons to conform to accepted standards of social conduct. The first part was preliminary to the second part, and the information gathered in the analysis of social contacts furnished the basis for the survey test used in the second part.

In making the analysis of the contacts of everyday human relationships three methods of study were used. The first of these methods was observation of human activities; the second, the examination of literature on social behavior; and the third, the analysis of information from the business world. The material gathered in these three ways was incorporated in *An Analysis of General Social Contacts*.

Furthermore, this information was utilized in the selection of situations for a survey test which was used to determine the abilities of unselected individuals in matters of social behavior. The formulation of the test was the first of the steps in the survey. The second of these steps was the determination of standards of conduct in the situations presented in the items of the test; the third was the comparison of the responses of a sampling of society with the standards. Two forms of this survey test were developed, but the first was discarded as being unsatisfactory because it did not meet the conditions considered necessary for a survey instrument. The second form covered approximately all of the situations mentioned in *An Analysis of General Social Contacts*, included situations illustrating principles of conduct derived from observation and reading in

connection with the preliminary study, and met the conditions necessary for effective administration.

The second step in the investigation of ability to meet social situations acceptably was the determination of standards of conduct in the situations presented in the test. The method used in determining these standards was preponderance of judgment among a group of selected individuals. Accordingly, the survey test was submitted to one hundred persons chosen upon the basis of variety of experience or breadth of contact. In this group there was a wide range of ages, a representation from forty-five occupations, a geographical distribution that covered seven divisions of the United States, and an almost equal division between the sexes. When the test had been given to these individuals, the question arose as to what degree of agreement was necessary for the determination of the accepted form of conduct. A previous investigation had used 75 per cent agreement among judges as necessary for the establishment of a standard. In taking 75 per cent agreement among the judges as the point below which no situation should be considered as having an accepted standard, four items of the test were eliminated.

The third step in that part of the study which is concerned with the ability to meet social situations in an acceptable manner is the application of the survey test to unselected individuals and a comparison of the responses of these persons with the standards as determined by the preponderant judgment among one hundred selected individuals. The work of securing the responses to the survey test from a sampling of society consisting of 1100 individuals, was done personally either by the investigator or by some representative who was fully informed as to the purpose of the test and the method of marking. The responses of these 1100 persons were tabulated according to age groups and occupational classification. A subdivision was made in each group in order to have a record of the sex of each person answering the test. These responses were compared with the responses of the persons of the group selected for the determination of standards. The comparison was made according to age groups, occupations, and sex. The average percentage of agreement was taken as a

measure of the degree of conformity to the accepted form of social conduct.

According to the results of the survey test there is a tendency for ability to meet social situations to increase with the age of individuals. It should also be noted that the deviation from the average is less among the older groups. In respect to the results from the occupational classification, it may be stated that those groups which present evidence of extended schooling have the highest average percentage of agreement. Furthermore, it was suggested by a study of a limited number of items of the survey test (those showing less than seventy-five per cent agreement with standards) that social behavior might be reduced to definite principles of conduct similar to those that were assumed as a working plan in the formulation of the second form of the test.

In the light of the information furnished by this survey, what is the responsibility of the school in regard to the training of children in social conventions? The school should (1) anticipate the common needs of large groups in all phases of human activities, and (2) should economically provide for the acquisition of the skills and knowledges fundamental to these activities. In meeting such responsibilities the school acts (1) as a coordinator of the out-of-school activities of its pupils and (2) as the formal agency of society in making provision for effective living by means of instruction directed toward the building up through school life and youthful experiences those desirable habits and attitudes that make for right action in human activities. Accordingly the development of ability to mingle with one's fellow men may be considered a responsibility of the school because of its duty to make more economical provision for the common needs of American citizens than may be made through undirected experience.

This study illustrates a procedure (1) in determining what are the situations that make for effective mingling with other human beings, and (2) in discovering how nearly the accepted standards of conduct are met by heterogeneous groups. This study is therefore, foundational in character. As such it may be considered as making a contribution toward the analysis of one of

the major fields of human activity and as presenting a plan by which ability in this field may be measured.

As the investigation proceeded several questions occurred which are included here as problems for further research.

1. There may be an extension and continuation of *An Analysis of General Social Contacts* until the smallest and simplest units of behavior are reached. When this analysis is complete, the units may be grouped so that the frequency of the occurrence and general character of each may be determined.[1]

2. There may be a study of the underlying principles of courteous behavior,[2] based upon the situations presented in such an analysis.

3. There may be an analysis of the situations of school life for the purpose of determining wherein these situations reproduce the larger field of adult activity.[3]

4. The situations derived from an analysis of children's activities may be examined for the purpose of selecting those which contribute most toward the formation of habits of conduct in accord with the previously determined principles.[4]

5. The procedure used in this study may be applied to a survey of the social activities of children in school in order to determine the extent to which they meet the social requirements of their social life.[5]

6. The data presented in this study may be used for the standardization of a test in social behavior.[6]

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[1] See p. 28.
[2] See pp. 58 and 91–98.
[3] (a) See p. 86. (b) See series of articles by W. W. Charters in *Elementary School Journal*, XXV, 4–7 (Dec. 1924–March, 1925) especially "Ideals, Situations, and Trait Actions" in the February issue of this series.
[4] See pp. 91–98.
[5] See p. 86.
[6] See the comment upon character tests and the explanation of types of tests needed in "The Present Status of Character Measurement" by P. M. Symonds: *Journal of Educational Psychology*, 1924, 15, pp. 484–498.

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APPENDIX A, NO. 1

Authors and Titles of Magazine Articles Analyzed in Study of Social Contacts
Contents of These Articles Appear in Table I

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(If the name of the author is not given, the article is listed under the name of the magazine in which it appeared.)

APPENDIX A, NO. 2

Titles of Six Books on Social Conduct Examined in Analysis of General Social Contacts

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APPENDIX A, NO. 3

Titles of Eight Books of the Success Type Examined for Personal Characteristics Valuable in Business Relationships

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APPENDIX A, NO. 4

(a) List of Firms Consulted for Information on Business Courtesies Demanded of Employees

1. Prudential Insurance Company
2. Eastman Kodak Company
3. R. H. Macy and Company
4. Hamilton Watch Company
5. Metropolitan Life Insurance Company
6. Procter and Gamble
7. Walter Baker and Company
*8. John Wanamaker
*9. Philadelphia Rapid Transit Company
***10. Gimbel Brothers
11. Doubleday Page and Company
12. The Coca-Cola Bottling Company
13. The J. B. Williams Company
14. The B. F. Goodrich Company
15. Westinghouse Electric and Manufacturing Company
***16. The Yellow Cab Company
17. R. H. Mather and Company
**18. The Bell Telephone Company
19. Old Colony Trust Company
20. Corona Typewriter Company
**21. Kresge Five and Ten Cent Store
22. B. Altman and Company
23. The Fleishman Company

Firms that furnished bulletins are starred once; firms that granted a conference with a manager are starred twice; firms that provided information through both bulletin and conference are starred three times.

(b) List of Firms and Contents of Letters Replying Affirmatively

1. Prudential Life Insurance Company—Courtesy, cheerfulness, tact, and appreciation of the other person's position.

2. Eastman Kodak Company—Fosters good will among employees, uses bulletins published by Mather and Co.

3. R. H. Macy and Company—Convincing argument by sales clerk, encouraging selection by customer, attention to general appearance, courteous manner toward customer, punctuality, attitude of helpfulness toward other sales clerks, reward to most courteous clerk selected on basis of shopper's recommendation.

4. Hamilton Watch Company—Courtesy promoted from president down, nothing specific stated.

5. Metropolitan Life Insurance Company—Courtesy one of five points on which employees are rated.

6. Procter and Gamble—Courtesy one of basic principles in selection of salesmen.

7. Walter Baker and Company—Courtesy insisted upon individually.

APPENDIX B, NO. 1

Detailed Account of Qualifications of Persons Included in Groups of 100 Individuals Selected for Determination of Standards of Conduct

1. Special Agent for leading life insurance company; male, age 27, college graduate; former assistant in business courses; Secretary of local Chamber of Commerce; Mason; Lions Club. Southern States.

2. Clubwoman; age 63, former Regent D. A. R.; State Vice-President U. D. C.; member of Executive Committee of Woman's Club; Colonial Dame. Southern States.

3. Clubwoman; age 64, wife of State Supreme Court Judge; organiser and first president of Woman's Club; president of college alumnae association; member of Chamber of Commerce; a member Civic Association. South Central States.

4. Librarian; male, age 33, college graduate; president of college class; former teacher; student of library science; public library assistant, now reference librarian in state college library; member of patriotic societies and social clubs. Southern States.

5. Proprietor of Laundry; male, age 33, college graduate; formerly laboratory assistant in college chemical laboratory; employer of 150 persons; Y. M. C. A. worker; member of Lions Club and Chamber of Commerce. Middle Atlantic.

6. Superintendent of Schools; male, age 42, contributor to professional journals; speaker on educational subjects; officer of state teachers' association; member of Department of Superintendence, National Education Association; leader of men's Bible class; leader of Y. M. C. A. activities. Middle Western.

7. Housewife; age 33, member of family of state official; traveled extensively; formerly primary grade teacher; active in philanthropic drives. Southwest.

8. Clubwoman; age 36, director of State Federation of Women's Clubs; member of woman's committee, state division, Council for National Defense; member U. D. C.; King's Daughters, and Woman's Club. Southwest.

9. Dietitian; female, age 39, formerly teacher of Home Economics in high school; active in work of U. S. Food Administration; now dietitian in hospital; member of American Association of University Women; National League of Women Voters. Pacific Coast and Mountain States.

10. Supervising Principal of Elementary School; female, age 50, formerly grade teacher in public and private schools; active in development of interest in public playgrounds; superintendent of primary department in Sunday school; Chairman of Educational Department of Women's Club. Northeast.

11. Graduate Student; male, age 23, candidate for degree of Doctor of

Philosophy; formerly advertising manager of college periodical; member of intercollegiate debating teams; active in college athletics. Middle Atlantic.

12. Artist; male, age 42, student of art in New York and Paris; exhibited in National Academy of Design; winner of awards in national exhibits; member of Art Students' League, Art Alliance of America. Northeastern States.

13. Housewife; age 23, daughter of former state officer; attended finishing school; traveled extensively; wife of state legislator; member of civic and social clubs. South Central.

14. Teacher; female, age 30, graduate degree; European travel and study; member of Colonial Dames; writer of articles on school problems; member of Department of Elementary School principals. Southwest.

15. Teacher; female, age 30, A.B., A.M.; college instructor in Science; member of College Club; American Association of University Women; Twentieth Century Club. Middle Atlantic.

16. Banker; male, age 40, completed high school; studied law; entered bank as clerk, promoted to cashier, became director upon consolidation, now vice-president; chairman Red Cross and active in Liberty Loan drives; member of executive council state bankers' association; member local athletic and country clubs. Middle Atlantic.

17. Artist; female, age 26, educated in private school; studied at Cooper Union and at Art Students' League; illustrator; designer of advertising material for large corporation; member of club studying modern drama. Northeastern States.

18. Supervising Principal of Elementary School; female, age 31, A. B., A. M.; officer in state teachers' organization; contributor to state educational journal; member N. E. A., American Association of University Women. Middle West.

19. Graduate Student and High School Instructor; female, age 24, member of national fraternity; former member of executive council of student government organization; leader in organization of graduate women students. Pacific Coast.

20. Musician; male, age 40, studied violin in Berlin; appeared in concerts in America; active in developing musical activities among community organizations; director of musical festivals; head of Music Department of city schools; member of Music Teachers' Association. North West.

21. Teacher; male, age 29, A.B., A.M.; active in college language clubs; instructor in modern languages; traveled and studied in Europe; head of department in high school; instructor in college summer session; member of Modern Language Association; officer in state teachers' association. South Central.

22. Supervisor of Elementary Grades; female, age 42, college graduate; formerly teacher and principal of elementary school; instructor in summer school; member of civic clubs; author of articles on children's literature. South Central.

23. Instructor in History in Women's college; female, age 24, A. B., A. M., member of national fraternity; formerly assistant editor of college weekly; member of advisory committee of college camp; officer in student government association; member of faculty committee on social activities. Middle Atlantic States.

24. Assistant Professor; male, age 33, A.M., Ph.D.; formerly assistant superintendent in charge of consolidated schools; associate in Education in university; lecturer in summer school; assisted in state school survey; member of N. E. A., Vocational Guidance Association; Kiwanis Club. Middle Atlantic.

25. College Registrar; female, age 23, A.B., formerly president of student government, editorial staff of college magazine, member of debating team; alumnae member of executive board of national fraternity. Middle Atlantic.

26. Professor; male, age 35, A.B., A.M.; student of art in American and foreign schools; formerly assistant professor in History of Art; public lecturer and contributor to professional journals; member of athletic club. Northeast.

27. High School Principal; male, age 43, former teacher in public and private schools; graduate student in Education; member of committee for accrediting high schools; member of professional organizations and athletic associations. Southern States.

28. Teacher of English in High School; male, age 32, special instructor in debating and public speaking; lecturer in extension courses; active in movement for collecting folk lore and local traditions; interested in production of folk plays; member of civic club. Middle West.

29. Tobacconist; male, age 23, college graduate; member of national fraternity; formerly member of varsity basketball and baseball teams, class officer, member of students' council. Southern States.

30. Captain in United States Army; age 35, college graduate; enlisted in ambulance service, served in France and Belgium, cited for bravery; executive committee of modern language club. Northeast.

31. Biologist; male, age 38, A.B., A.M.; foreign study and travel; instructor in Biology; member of American Society of Naturalists and American Association for the Advancement of Science. Northeastern States.

32. Physical Director; female, age 26, A.B.; summer school instruction in physical education; member of college athletic teams; physical director of Y. W. C. A.; instructor in physical education in private school and in summer camps; member of alumnae council of college and advisory board of college athletics. Northeast.

33. Chemist; male, age 28, A.B., A.M.; research chemist for manufacturing firm; assistant in department of chemistry in university; active in promotion of departmental clubs among undergraduate students; member of faculty committee on student activities; member of American Chemical Society. Pacific Coast.

34. Elementary School Principal; male, age 30, A.B.; post-graduate work in university; former teacher and instructor in normal school; secretary of university alumni organization; member of Department of Elementary School Principals; promoter of local interest in playgrounds. Pacific Coast.

35. Librarian; female, age 40, completed three years of college work; certificate in library science; in charge of department of archives and history of state library; formerly reference librarian; member of American Library Association; state library commission; board of trustees of women's college. Southwest.

36. Clubwoman; age 39, interested in social work; student in college courses in sociology; member of state board of charities and public welfare; state conference for social work; Business and Professional Woman's Club; American Association of Social Workers; D. A. R. Southwest.

37. Manufacturer; male, age 47, former college student; treasurer and director of chain of cotton mills; former state senator; trustee of college; Chairman County Board of Education. Southern States.

38. Druggist; male, age 41, graduate pharmacist; entered firm as partner, later became manager, now owner of a chain of drug stores; member of country club; Merchants' Association; director of bank. Southwest.

39. Editor; male, age 43, reporter, city editor, editor and vice-president of company issuing morning paper; member of American Association of Newspapers Editors; Rotary Club; Chamber of Commerce. South.

40. Musician; female, age 28, college graduate; member of college glee club, dramatic club, and honorary society; graduate of conservatory; choir singer; teacher of music in city school system; director of pageants. Middle Atlantic.

41. Dentist; female, age 27, graduate of college and of dental institute; in charge of dental work in state institution; member of national fraternity; active in Y. W. C. A. and social work among undergraduate students. Middle Atlantic.

42. Musician; female, age 30, organist and teacher of music; former glee club director; organizer of music school; chairman of Music Department of Woman's Club; member of Business and Professional Woman's Club. Middle Atlantic.

43. Physician; female, age 50, formerly in general practice; organized and conducted clinic for the treatment of drug addicts; consulting physician in

state institution; member of state board of medical examiners; contributor to professional journals. Pacific Coast and Mountain States.

44. Architect; male, age 45, B.S.; graduate study; travel in Europe; formerly member of firm of consulting engineers; independent practice since 1911; Member of American Federation of Arts; active in civic, social, and professional clubs. Northwest.

45. Clergyman; age 55, graduate study; travel in the Near East and Orient; chaplain in army; secretary of executive board of Church; trustee of college; delegate to national church council; organizer civic league. Middle West.

46. Manager of Public Utilities; male, age 38, student of business administration; formerly officer in bank; secretary and treasurer of electric lighting company, upon consolidation became general manager and vice-president of gas and electric company; Rotarian; president of Chamber of Commerce.

47. Actress; age 24, college graduate; active in college dramatics, class officer; member of national fraternity; coach of college plays; member of Little Theatre Company; New Century Club. Middle Atlantic States.

48. Automobile Manufacturer; male, age 41, college graduate; studied law; vice-president of company manufacturing automobiles; member Board of Commerce, Bar Association, Society of Automotive Engineers; athletic and country clubs. Middle West.

49. Orthodentist; male, age 38, medical and dental school graduate; active practice since 1916; special study in corrective work; director of realty company; member of state and national professional organizations; Mason; member civic and athletic clubs. Middle Atlantic States.

50. Manufacturer; male, age 35, A.B., A.M.; special course in chemistry; major interest in production of dyes; secretary and treasurer of textile firm; director of bank; contributor to trade journals; promoter of welfare and recreational work among employees. North East.

51. College Professor; male, age 51, former principal and superintendent, headmaster, of private school; member of N. E. A., Association; president of Chamber of Commerce; Rotarian; prominent in civic movements. Middle Atlantic States.

52. Jeweler; male, age 50, began as watchmaker, advanced to position as secretary of corporation; president of State Jewelers' Association; president of Chamber of Commerce; Rotarian; prominent in civic movements. Southern States.

53. Private Secretary; female, age 31, two years of college work; graduate of business school; active in church and Y. W. C. A. clubs; secretary of business women's organization. Middle Atlantic.

54. Secretary; female, age 26, executive secretary of private school; two years of college; interested in college dramatics and glee club; member of national fraternity. Middle West.

55. Lawyer; male, age 41, member political executive committee; delegate to national political convention; U. S. attorney; trustee of college; member board of trustees of orphanage, city school board, state bar association. South.

56. Electrical Engineer; male, age 31, college graduate; former superintendent of city electric lighting system; assistant district engineer of electrical manufacturing plant; promoter of interest in civic improvement; member of city council; American Society of Mechanical Engineers. Middle Atlantic.

57. Minister; male, age 51, Ph.D., D.D.; former moderator of synod; delegate to Federal Council of Churches; member of foreign missionary committee of church; extensive travel and study in Europe and Orient. South.

58. Nurse; female, age 26, city school nurse; R. N.; interested in development of dental clinic; responsible for civic food and health campaign; member of state conference for social workers; president of business woman's group in church activities; Southern States.

59. Dietitian; female, age 37, college graduate; formerly assistant manager of cafeteria; dietitian in hospital; officer in State Federation of Women's Clubs. Middle Atlantic.

60. Housewife; age 31, attended girls' school; graduate of conservatory; formerly supervisor of music in city school system; member of social clubs and patriotic societies. Northeast.

61. Consulting Engineer; male, age 28, A.B., M.E.; formerly bridge engineer for state highway commission; member of city planning committee; member of Chamber of Commerce; American Society of Mechanical Engineers. Middle Atlantic States.

62. Social Worker; female, age 35, formerly teacher of retarded children; student of psychology and sociology; member of American Sociological Society; National Conference of Social Workers. Middle Atlantic States.

63. Druggist; male, age 34, began as delivery boy, became soda clerk, studied pharmacy, was made partner, later sole owner of business; vice-president of corporation manufacturing drugs; promoter of suburban development; officer in church; member of Lions Club. South.

64. Attorney; male, age 29, graduate of state university and Harv ard Law School; Ensign in U. S. Navy during World War; member of state legislature; city recorder. South.

65. Scout Executive; male, age 37, A.B., A.M.; officer in engineering corps during World War; head of English Department of private school; manager of Boy Scout Summer Camp. Middle Atlantic.

66. Insurance Inspector; male, age 51, common school education; began as clerk in store; director in bank; stock holder in electric railway system; member of committees in political organization; member of Chamber of Commerce; City Club. Middle Atlantic.

67. Manager of Retail Business; male, age 35, high school graduate; began as messenger boy, advanced to manager and part owner; officer in church; Rotarian; Shriner; Secretary of Merchants' Association. South.

68. Secretary; female, age 35, graduate of business college and former instructor in business courses; clerical and stenographic assistant in War Department; secretary to director of rehabilitation camp; private secretary to president of college; member of national fraternity; president of literary club. Middle Atlantic.

69. Clergyman; age 41, A.B., A.M.; instructor in denominational school; pastor of city church; Professor of Biblical Literature in University; author of plays on religious subjects; contributor of poems and articles to literary and historical periodicals; member of alumni council of university; board of directors of orphanage. Middle Atlantic.

70. Real Estate Dealer; male, age 32, A.B.; student of business methods; formerly connected with the purchasing department of cotton manufacturing firm; vice-president of company developing suburban district of manufacturing town; member of state church conference; trustee of Y. M. C. A.; director of Chamber of Commerce. South.

71. Manager of Woman's Club; female, age 35; high school graduate; canteen service during World War; manager of employment bureau for part time students in university; secretary of Woman's University Club; former assistant to Adviser of Women. Middle Atlantic.

72. Superintendent of Schools; male, age 42, formerly high school principal and assistant superintendent of schools; graduate student in educational administration; lecturer in summer school and teachers' institutes; ex-president of state teachers' association; member of N. E. A. and S. A. R. Middle Atlantic.

73. Florist; male, age 41, formerly in U. S. forestry service, superintendent of city park; now superintendent of several important estates; member American Association for Planting and Preservation of City Trees; American Academy of Aborists. Middle Atlantic.

74. Milliner; female, age 35, business school graduate; buyer for hat department of department store; member of Chamber of Commerce; Business and Professional Women's Club; leader in church activities for business women. Southwest.

75. Electrical Engineer; male, age 36, B.S., M.E.; vice-president and general manager of firm manufacturing electrical appliances; member American Society of Mechanical Engineers; Association of Manufacturers of Electrical Supplies. Pacific and Mountain States.

76. Realtor; male, age 32, secretary local real estate board; president of realty company; director of bank; stockholder in cotton manufacturing company; member local executive committee of political party. South.

77. Railway Official; male, age 35, began as train dispatcher; subsequently, train master and chief clerk of division; student of special problems in transportation; now manager of freight traffic department of railway system; Mason; Elk; Kiwanian. Southwest.

78. Teacher; male, age 32, instructor of English in public high school; special attention to debate and public speaking; interested in Chatauqua activities; extension lecturer; member of American Sociological Society. Northwest.

79. Milliner; female, age 51, owner of millinery shop; member of Merchants Association; trustee of home for orphaned children; secretary of Woman's Club. Southwest.

80. Manager of Retail Dry Goods Store; male, age 31, graduate of business school; student of business administration; active in Y. M. C. A. and Red Cross Service; member of choral society; Kiwanis Club. Southwest.

81. Secretary; female, age 27, attended college, class officer; member of varsity hockey and swimming teams; officer in musical club; private secretary to president of railroad. Pacific and Mountain States.

82. Shoe buyer; male, age 38, high school education; formerly salesman, now manager of shoe department and buyer for department store; member of Chamber of Commerce and Merchants' Association; country club. South.

83. Lawyer; male, age 37, former state solicitor; member of state executive committee of political party; state senator; trustee of state normal school; director of trust company; member of athletic and hiking clubs. Southwest.

84. Trained Nurse; female, age 24, completed premedical course; graduate nurse; assistant director of child welfare clinic; D. A. R.; president of Y. W. C. A. club. Northwest.

85. Attorney; male, age 37, A.B.; college baseball pitcher; entered professional ball, returned to college to study law; vice-president of class; member of national fraternity; alumni delegate to national fraternity convention; member of state legislature; alumni member of board of trustees of college; member state Bar Association; South.

86. Physician; male, age 55, former professor of physiology in university; director of hospital for treatment of cripples; mayor of city under city manager plan; director of bank; stockholder in manufacturing firm; Chairman of Red Cross Drive; vestryman. Middlewest.

87. Merchant; male, age 51, president of mercantile firm; president of Merchants' Association; member of executive board of state institution for the blind; chairman of church board of stewards; Rotarian. South Central.

88. Insurance Supervisor; male, age 45, began as agent, now district supervisor and manager; secretary and treasurer of coal company; Past Grand Master of Masonic Lodge; member S. A. R.; Manufacturers' Club. Middle Atlantic.

89. Manufacturer; male, age 48, formerly private secretary to president of cotton manufacturing firm; now vice-president and general purchasing agent for corporation; philanthropist (gifts largely to denominational colleges); member of patriotic organizations and business associations. South Central.

90. Physician; male, age 48, formerly captain in U. S. Sanitary Corps; after World War engaged in reconstruction work; student of problems in heredity; contributor to medical journals; owner of private hospital for treatment of nervous disorders. South Central.

91. Musician; male, age 53, student in American conservatory; studied in Europe; director of music school; ex-president of music teachers' organization; composer of children's songs; member of organists' guild. North Eastern States.

92. Dental Student; female, age 32, college graduate; former teacher; became interested in health work of schools; completing course in dentistry; active in Red Cross campaigns and playground projects. Middle Atlantic.

93. Public Health Nurse; female, age 33, graduate nurse; former school nurse for rural schools; inaugurated free milk campaign in community; organized system for providing lunches at school buildings; secretary of Business and Professional Women's Club; member of civic and patriotic organizations. South.

94. County Superintendent of Schools; male, age 37, corporal during World War; afterwards captain; college graduate; principal of rural consolidated school; business manager of county system, then superintendent; member of American Legion; Lions Club; Southwest.

95. Proprietor of Tea Room; female, age 35, A.B., A.M.; formerly head of Domestic Art and Home Economics Department of city high school; manager and owner of tea room; chairman of division of Woman's Club; member of D. A. R.; Middle West.

96. Dean of Women; female, age 37, girls' adviser in city high school; assistant to Dean of Women in university; Dean of Women in Women's College; A.B., A.M.; chairman of modern literature department of Women's Club. South.

97. College Professor; female, age 54, A.B., A.M.; daughter of former governor of state; widow of naval officer; Acting Dean of Women in coeducational college; extensive travel and social activity. Northeastern States.

98. Supervisor of Elementary Schools; female, age 35, former grade teacher; instructor in demonstration school; A.B., A.M.; secretary of teachers' assembly; president of altar guild; member of American Association of University Women; member of college alumnae council. South.

99. Publisher; male, age 35, business manager and treasurer of firm of publishers; city alderman; member of executive committee of Merchants' Association; member of Rotary Club; Country Club. Southwest.

100. Dentist; male, age 30, college graduate; active in men's work of church organization; deacon in church; member of musical club; director of building and loan association; Chamber of Commerce; Civic Club. Southwest.

APPENDIX C, NO. 1

Distribution According to Occupation of 1100 Persons to Whom the Survey Test Was Given

I. Agricultural Pursuits

Male	50	Female	18	Total	68
Farmer	22	Poultry Raiser	6		
Lumberman	6	Dairywoman	5		
Dairyman	9	Fruitgrower	4		
Fruitgrower	5	Florist	3		
Gardner	4				
Florist	4				

II. Domestic and Personal Service

Male	17	Female	78	Total	95
Janitor	5	Cook	8		
Barber	6	Laundress	7		
Servant	3	Hairdresser	7		
Waiter	3	Manicurist	3		
		Servant	6		
		Waitress	9		
		Housekeeper	5		
		Housewife	33		

III. Transportation

Male	61	Female	0	Total	61
Shipping Clerk	5				
Chauffeur	6				
Motorman	10				
Baggageman	3				
Conductor	5				
Engineer	3				
Expressman	9				
Porter	7				
Garagekeeper	2				
Freight Agent	2				
Ticket Agent	5				
Trainman	4				

IV. Trade

Male.....63	Female.....68	Total 131
Advertiser..... 5	Salesgirls.....32	
Broker..... 3	Telephone Operator.26	
Buyer..... 7	Real Estate Agent.. 3	
Merchant..... 9	Insurance..... 3	
Insurance Agent..... 8	Elevator Girl..... 4	
Real Estate Agent.... 6		
Salesman.....16		
Banker..... 3		
Telegraph Operator... 2		
Wholesaler..... 3		
Purchasing Agent.... 1		

V. Public Service

Male.....59	Female..... 6	Total 65
Soldier..... 3	Public Health Nurse 2	
Detective..... 5	Demonstration	
Fireman..... 7	Agent..... 2	
Marine..... 3	Welfare Officer..... 1	
Health Officer..... 1	Postal Clerk..... 1	
Truant Officer..... 1		
Postal Clerk..... 4		
Postal Employee..... 2		
Welfare Officer..... 1		
Police Officer.....25		
Inspector of Registra-		
tion..... 1		
Mail Carrier..... 4		
Sheriff..... 1		
Justice of Peace..... 1		

VI. Professional Service

Male.....84	Female.....68	Total 152
Physician..... 9	Physician..... 2	
Engineers.....15	Musician..... 4	
Civil.....5	Physical Director... 3	
Mechanical..7	Interior Decorator.. 1	
Electrical....3	Private Secretary... 3	

Clergyman	7
Physical Director	3
Artist	5
Auditor	5
Chemist	3
Secretary	2
Funeral Director	2
Librarian	3
Teacher	10
Actor	4
Lawyer	6
Dentist	5
Photographer	2
Journalist	3
Trained Nurse	9
Librarian	5
Actress	1
Dentist	2
Photographer	2
Journalist	3
Reporter	2
Teacher	31

VII. Industrial Pursuits

Male	101	Female	29	Total 130
Mill Operatives	22	Mill Operatives	29	
Mechanic	17			
Carpenter	8			
Baker	6			
Candy Maker	5			
Tailor	6			
Dry Cleaner	1			
Plumber	4			
Paper Hanger	3			
Butcher	4			
Painter	4			
Printer	4			
Laborer	6			
Mason	6			
Hatter	1			
Metal Worker	2			
Shoemaker	2			

VIII. Clerical Occupations

Male	51	Female	42	Total 93
Stenographer	6	Stenographer	16	
Bookkeeper	17	Bookkeeper	9	
Messenger	8	Office Girl	3	
Clerk	20	Clerk	14	

IX. High School Students

Male.....70	Female.....93	Total 163

X. Miscellaneous

Male.....46	Female.....96	Total 142
College Students.....21	College Students...40	
Graduate Students....10	Graduate Students..13	
Miscellaneous (Occupation Unknown)...15	Miscellaneous (women not receiving wages for housework).....43	

APPENDIX C, NO. 2

PERCENTAGES OF AGREEMENT WITH STANDARDS ON EACH OF THE 46 ITEMS OF THE TEST CONSIDERED IN THE SURVEY
The data include the responses of 1100 persons classified according to occupational groups and sex

ITEM NO.	STAND-ARD	I				II				III				IV				V				VI				VII				VIII				IX				X			
		M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
		+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	−	+	+	−	+	−	+	−	+	−	+	−	−	+	+	−	+	−	+	−
1			100		98		94		94		98		96				98		98		92		100		99		100		99		89		96		97		99		98		99	
2			98		92		83		76		96		87				92		81				100		96		97		88		73		88		97		76		82		93		92	
3		98		94		94		94		92		96		95		94		95		100		89		95		85		93		92		94		94		89		85			
4		95		94		95		94		91		93		92		95		96		100		80		92		96		79		98		95		96		95		96		92			
5			92		74		71		76		79		72				81		51		83		100		90		91		63		82		74		93		54		55		78		78	
6			83		68		72		88		76		65				67		75		71		100		71		96		56		55		78		88		54		56		85		86	
7		81		51		77		47		68		63		65		53		61		83		66		88		48		56		59		75		79		45		64		74			
8			97		92		94		76		97		97				97		94		91		100		85		100		83		90		80		97		80		91		95		99	
9			100		96		89		88		99		93				100		99		95		100		99		100		98		90		98		100		100		99		100		100	
10		71																																									
11			97		96		89		88		97		90				98		95		96		100		95		95		96		87		94		100		94		92		93		97	
12			90		76		89		82		82		73				72		65		67		83		80		91		61		68		72		78		40		45		82		83	
13		93		88		82		76		77		95		91		97		84		100		90		94		92		93		96		100		91		96		93		97			
14		99		80		100		81		84		72		87		69		85		100		92		89		68		68		78		90		44		65		93		89			
15			98		94		95		82		98		96				98		95		98		100		97		95		98		97		98		100		96		94		98		98	
16			98		86		95		82		92		92				91		87		84		100		89		95		82		77		84		97		55		83		93		92	
17			100		90		89		88		98		85				100		90		92		100		96		98		92		87		96		100		75		86		100		100	
18		95		92		79		88		88		83		97		85		86		83		81		97		76		83		72		83		79		79		89		95			
19			99		98		89		82		98		90				100		94		96		100		95		95		92		100		98		97		89		93		100		95	
20			88		78		95		82		91		90				82		78		86		100		74		91		71		93		80		90		66		69		76		78	
21			99		92		95		94		95		96				100		93		93		100		99		100		99		93		98		100		97		90		100		96	
22			99		100		95		100		96		85				97		95		96		100		96		100		91		93		94		100		89		91		98		96	
23		91		92		84		81		88		85		84		89		89		83		94		91		94		87		94		90		100		92		91		93			
24		89		92		100		82		86		78		86		89		83		67		83		92		87		75		84		92		90		90		80		93			
25			99		100		95		88		100		98				100		97		95		83		98		100		98		93		98		100		98		98		96	
26			98		98		95		88		96		94				91		92		89		83		88		98		83		84		90		100		81		86		93		96	
27		91		72		72		56		81		51		73		57		71		67		85		89		53		43		53		73		41		51		65		94			
28			90		72		89		100		83		80				87		93		81		83		90		100		86		57		86		85		93		85		93		96	
29		95		90		95		94		96		93		92		93		95		83		89		91		97		88		98		98		100		86		96		97			
30			78		74		84		71		91		87				80		66		72		100		57		91		77		82		82		87		94		93		99		81	
31			96		90		100		76		98		90				98		96		96		100		95		94		96		90		96		97		97		94		95		95	
32			51																																								
33		91		86		89		53		87		72		89		78		79		83		86		73		74		90		76		78		54		68		93		85			
34			97		90		95		76		98		95				98		97		95		83		97		91		99		89		96		95		100		98		100		100	
35		81		82		84		88		92		90		92		88		89		83		91		85		90		82		90		92		87		96		89		80			
36		81		62		79		81		91		71		76		87		83		83		85		77		78		73		84		85		87		85		84		91			
37			100		96		95		100		98		100				98		94		98		100		98		100		100		90		96		98		100		98		100		99	
38			96		98		95		88		97		88				75		82		98		100		95		88		91		93		94		100		89		94		100		92	
39		87		64		85		59		86		76		81		81		67		83		77		85		57		40		67		83		54		74		82		91			
40			98		94		95		61		99		88				92		89		92		83		95		89		82		87		82		95		78		81		97		99	
41		97		96		100		94		95		92		97		91		97		83		95		100		93		90		92		100		97		95		95		97			
42		97		98		100		59		95		87		97		90		95		100		100		91		96		90		96		100		92		92		100		97			
43			82		58		82		60		61		65				70		46		61		83		75		82		52		36		49		64		53		47		79		74	
44		96		87		100		93		92		92		95		96		86		83		92		98		97		94		96		100		100		98		93		99			
45		95		94		94		82		94		82		93		85		81		100		95		92		85		87		90		100		84		81		93		95			
46		74																																									
47		97		94		95		53		56		92		97		91		94		100		95		98		99		93		98		100		92		97		100		96			
48		71																																									
49			94		86		100		82		92		88				91		73		77		67		97		97		87		79		82		93		87		89		91		95	
50			98		98		95		82		97		98				98		97		100		100		99		100		98		90		96		96		95		95		91		95	

Roman numerals are used to indicate the occupational groups:

I. Agricultural Pursuits
II. Domestic and Personal Service
III. Transportation
IV. Trade
V. Public Service
VI. Professional Service
VII. Industrial Pursuits
VIII. Clerical Occupations
IX. High School Students
X. Miscellaneous

APPENDIX C, NO. 3

PERCENTAGES OF AGREEMENT WITH STANDARDS ON EACH OF THE 46 ITEMS OF THE TEST CONSIDERED IN THE SURVEY
The data include the responses of 1100 persons classified according to age groups and sex

ITEM NO.	STAND-ARD		10–14				15–19				20–24				25–29				30–39				40–49				Over 50			
			M		F		M		F		M		F		M		F		M		F		M		F		M		F	
	+	−	+	−	+	−	+	−	+	−	−	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−	+	−
1		100		100		94		96		99		98		98		95		97		97		98		97		97		100		100
2		98		72		88		90		87		93		85		90		93		82		91		89		93		93		85
3	98		96		100		94		86		90		100		90		92		93		97		93		97		89		93	
4	95		100		94		94		94		81		93		94		89		93		96		97		84		98		93	
5		92		47		53		71		65		77		75		76		78		73		84		81		94		84		92
6		83		50		65		71		73		70		87		73		79		64		72		63		75		70		79
7	81		31		47		46		56		66		74		58		69		53		76		57		84		70		86	
8		97		90		82		72		95		94		96		84		98		89		100		89		97		96		93
9		100		100		100		100		99		99		96		98		98		94		98		99		97		98		100
10	71																													
11		97		92		88		100		96		94		98		96		94		92		94		97		96		98		100
12		90		36		41		67		64		75		80		68		79		67		88		78		84		83		9
13	93		96		100		90		96		90		93		92		78		89		94		88		94		93		95	
14	99		37		53		78		75		89		87		78		86		75		88		79		91		87		71	
15		98		96		88		96		96		98		97		97		97		95		97		100		100		98		100
16		98		50		71		85		89		89		88		85		94		84		93		86		97		95		100
17		100		69		77		96		91		96		97		95		98		89		97		92		97		95		100
18	95		77		88		77		86		87		90		88		83		80		96		82		94		89		64	
19		99		84		94		100		94		97		94		97		97		92		99		94		100		98		100
20		88		71		69		61		78		82		78		81		91		78		95		73		91		89		85
21		99		98		71		98		94		97		97		96		95		96		98		96		97		100		93
22		99		90		100		94		95		96		95		94		95		93		98		92		100		98		100
23	91		100		71		94		92		89		93		92		83		91		92		88		87		91		93	
24	89		94		99		84		93		83		88		83		86		87		94		83		81		84		85	
25		99		100		100		100		96		96		98		98		100		98		98		98		94		99		100
26		98		82		88		81		91		94		97		91		94		86		95		85		91		100		93
27	91		32		76		52		61		77		82		67		83		58		75		66		74		71		77	
28		90		94		71		89		91		86		87		87		91		84		85		83		87		83		84
29	95		100		94		98		91		94		90		88		98		95		95		95		93		98		92	
30		78		100		94		85		81		67		79		76		83		75		83		81		73		66		64
31		96		98		81		96		96		94		93		95		98		93		97		93		100		94		100
32		51																												
33	91		50		76		73		75		85		73		78		86		77		85		81		97		87		100	
34		97		100		88		100		99		96		92		97		94		95		95		97		100		98		100
35	81		94		94		84		87		90		85		88		88		90		86		93		93		83		100	
36	81		91		82		72		88		84		85		84		82		74		81		74		90		76		85	
37		100		100		88		100		98		97		96		98		98		98		98		98		97		100		100
38		96		96		94		89		93		95		83		95		95		93		97		96		93		93		100
39	87		54		82		63		79		73		79		69		86		89		76		66		90		74		85	
40		98		77		99		87		90		92		86		89		98		86		95		87		100		93		93
41	97		98		88		94		96		95		96		93		94		94		95		96		100		95		93	
42	97		91		88		96		94		97		89		97		97		91		97		96		100		95		93	
43		82		51		47		68		60		73		58		63		66		56		64		66		80		56		73
44	96		100		94		100		98		89		96		90		95		96		95		93		96		95		93	
45	95		86		99		90		86		89		90		85		95		86		94		93		100		91		93	
46	74																													
47	97		89		94		90		96		99		96		96		91		90		99		96		100		98		93	
48	71																													
49		94		88		88		87		91		91		87		88		86		84		89		91		93		84		93
50		98		95		94		98		96		98		97		96		97		89		95		99		100		100		100

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